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ABSTRACT

The coordinator's handbook provides a basic outline for establishing or improving volunteer programs; it is primarily directed toward assisting fledgling programs. The handbook defines a school volunteer program as an organization of persons who work in schools under the professional personnel's direction, strengthening the school program or offering special skills to enrich students' educational experience, or, outside the school, providing homework assistance or other special educational aid as needed. Responsibility for program organization rests with the person willing to establish working arrangements with the central school administration and participating school staffs to get the initial project underway. Chapter topics include: (1) funding sources and proposal preparation, (2) organizing and developing a volunteer program, (3) administering a volunteer program, (4) recruiting volunteers, (5) interviewing, selecting, and assigning volunteers, (6) volunteer orientation and training, (7) orientation and training of professional personnel, (8) using students as volunteers, (9) career education implications for volunteers, (10) maintaining volunteer morale, and (11) evaluating volunteer programs. Selected references are offered for the reader's further information. The handbook incorporates materials from eight organizations or volunteer programs, and is a revised and updated version of Washington Technical Institute's popular "ABC's: A Handbook for Educational Volunteers." (Author/AJ)

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June, 1975

Volunteers in Education

A Handbook for Coordinators of Volunteer Programs

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U.S. DEPARTMENT OF HEALTH,
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Preface

The Recruitment Leadership and Training Institute (LTI) is a panel which provides technical assistance to projects funded by the U. S. Office of Education under Section 504 of the Education Professions Development Act. One of these projects, funded through the Washington Technical Institute, produced a handbook entitled *ABC's: A Handbook for Educational Volunteers.* Since its distribution in 1972 to selected coordinators of volunteer programs around the country the Office of Education has received hundreds of requests for the handbook. In order to satisfy this demand, the Recruitment LTI has revised and updated "ABC's" and is publishing this handbook, in both English and Spanish.

The Recruitment LTI hopes that this revised edition of "ABC's" will provide a basic outline for those who wish to establish or improve volunteer programs. By no means should it be considered a "bible." It is a guide and, as such, should be modified and adapted to meet local needs and situations.

Foreword

During the past ten years, the number of school systems using volunteers has increased astronomically. While the size of the programs varies greatly — from a few volunteers to over a thousand — all programs are alike in their belief that volunteer assistance can make a difference in the quality of education.

While many programs are well-established and in operation a number of years, others are new and seek aid in organizing and operating a meaningful and rewarding program both for those offering and those benefiting from the services. Although this handbook is primarily directed toward assisting these fledgling programs, it can also be useful to established volunteer programs which seek ways to improve present services and increase program offerings.

Acknowledgments

Appreciation is extended to the following organizations or volunteer programs for permission to use their materials, parts of which were incorporated in the original publication *ABC's: A Handbook for Educational Volunteers* and have been used in this handbook.

Cincinnati Public Schools. *Tutor Handbook for Volunteers in Public Schools.* 1969.
Dade County (Florida) Public Schools. *Proposed Plan for a School Volunteer Program.* 1970
Los Angeles City Public Schools. *How to Organize a School Volunteer Program in Individual Schools.* 1968.
Oklahoma City Public Schools. *Helping Hands.* 1970.
National School Volunteer Program, Inc. *Basic Kit for School Volunteers.* 1969.
University of Maryland, Center for the Study of Voluntarism. *Handbook for Volunteers in Army Community Service.* 1969.
Wayne County Intermediate School District. *The Practice and the Promise: A Paraprofessional Study.* 1968.
Ohio State Department of Education. *Project Reach Out,* 1972.

Special thanks to Dr. Carl B. Smith for his contribution to the section on evaluation of volunteer programs.

Materials in the handbook *ABC's: A Handbook for Educational Volunteers* were compiled by the staff of the Volunteers in Education Program, National Center for the Improvement of Educational Systems, U.S. Office of Education. Special appreciation is extended to Jewell C. Chambers, Editor of *ABC's: A Handbook for Educational Volunteers* for her assistance in the preparation of this handbook and to Ms. Grace Watson, Coordinator of New Careers in Education Programs, U. S. Office Education, for her assistance and support.

Introduction

Who is a Volunteer?

A volunteer in education is a concerned and dedicated person who works regularly in schools or in other educational settings to support the efforts of professional personnel. Volunteers may be male or female; young, middle-aged or senior citizens; single or married; actively employed, retired or on welfare; black, white, Puerto Rican, Chicano or oriental. They reflect every economic, social, racial, religious, ethnic and educational background to be found in this nation.

Although the mothers of pupils are frequently the first recruits of many school volunteer programs, the ranks of the volunteer force include such people as:

Joanna Daniels, who grew up in the Watts ghetto of Los Angeles and now operates a charm school. She spends a day or two a week lecturing to Los Angeles high school students on the importance of personal pride, the virtues of hygiene and the hazards of drugs.

Vandine Woodard, a legal secretary in Philadelphia, whose employer "releases" her one afternoon a week to tutor a child in reading at an inner-city school.

Raul Mercado, an auto store employee, who uses his day off to tutor fifth- and sixth-grade children at an El Paso elementary school and then works as a volunteer in the school's mini-gym.

Naida Bullock, a mother of six and grandmother of 14, who gives volunteer assistance to fourth-grade students at a Dallas elementary school after she finishes her paid job as a cashier in the school's lunchroom.

What is a School Volunteer Program?

It is an organization of persons who work in schools under the direction of teachers and other personnel to strengthen the school program or to offer special skills to enrich a student's educational experience. Volunteers may also work outside the school to provide homework assistance or other special aid in any educational situation where it is needed.

The Akron (Ohio) Public Schools report that creative administrators have found many useful activities for the talents and the *abilities of volunteers. The activities include serving as interpreters for foreign-speaking parents and children, assisting staff in the maintenance of school security measures, helping register pupils, aiding school beautification activities, assisting in the supervision of sports events, and sharing experiences, materials and special talents.*

What Are the General Aims of a Volunteer Program?

To assist teachers in providing more individualization and enrichment of instruction to their classes.

To increase children's motivation for learning.

To enrich the children's experiences beyond what is normally available in schools through the unique resources which can be contributed by volunteers.

To relieve teachers of many non-teaching duties and tasks.

To provide an opportunity for interested community members to participate effectively in a school's program.

To strengthen school-community relations through positive participation.

To build an understanding of school problems among citizens, thus stimulating widespread involvement in the total educational process.

How Can a Volunteer Program be Initiated?

The first essential is the acceptance of the idea by the local school superintendent, school board or administrative and professional staff of at least one school. In many places successful programs have been started by (1) concerned individuals, (2) boards of education and local superintendents, (3) professional staff at an individual school, (4) other professionals working together, (5) community or civic organizations, (6) college and high school students and (7) parents.

On Whom Should Basic Organizational Responsibility Rest?

The responsibility for organizing a program must rest with the person who is willing to establish co-operative working arrangements with the central school administrative staff and the professional and administrative staff in the participating school(s) to get the initial project underway. Whether the program is in-school or out-of-school, the involvement of school personnel is necessary for the program to be a success.

What Are the Basic Costs of Starting a Volunteer Program?

Just how much money a beginning program will need depends upon the scope of the proposed project. However, funds will be needed for office supplies and equipment, telephone service, preparation and reproduction of materials and postage. These expenses will be incurred by any program.

Other considerations are whether or not a staff, either professional or clerical, will be hired; what the prevailing salary rates are in the area; and whether office space will be made available.

In the preparation of preliminary budgets one should also plan for continuing or expanding the program after the initial or pilot phase is completed.

How Can These Costs be Met?

Initial program costs can be underwritten by the efforts of local citizens, by foundation grants, by the board of education or by a joint effort. As the value of the program is demonstrated, its cost can be absorbed into the general budget of the board of education.

Where Do Volunteers Serve?

Volunteers serve in settings where people or organizations have requested their help. In schools, teachers and principals ask volunteers to help the children who need assistance and enrichment and to aid in other areas of school operation. Volunteers also serve in after-school tutorials, in homework assistance centers and in school and public libraries. They may also aid those remanded to the custody of juvenile courts, receiving homes or detention centers.

Wherever there is an educational need to be met, educational volunteers should be there to meet it.

School Volunteers in Worcester, Mass., work in the public schools as teacher aides and as aides in the area of child study, library, clerical, science and special skills. They further assist in recreation and physical education by helping professionals develop creative programs in sports, gymnastics and dance.

What Kinds of Services Do Educational Volunteers Perform?

Although services will vary according to local needs, volunteer aid generally falls into one of the following categories:

1. Relieving the professional of clerical or non-professional duties.

2. Providing ancillary one-to-one or small group assistance.

3. Giving special aid to children with exceptional talents or difficulties, such as helping them with English as a second language.

4. Enriching the curriculum in areas requiring special skills or unique experiences.

5. Preparing materials to be used in the total volunteer program.

More specifically, there are 25 basic classifications in which non-certified persons or volunteers can be used to strengthen an educational program. These are of special importance if the school or the school system is operating with a pattern of differentiated staffing or seeking to include volunteer service as part of a career lattice program. These classifications are:

1. Classroom
   Performs clerical, monitorial, and teacher reinforcement tasks under the direct supervision of the classroom teacher.

2. Audio-Visual Technician
   Inventories, stores, performs simple maintenance tasks, and operates audio-visual equipment; prepares audio-visual aids under the teacher's direction.

   Schools in Greenwich, Conn., are utilizing trained volunteers to operate television cameras and tape recorders in classrooms. Volunteers tape students and teachers performing various activities. Students and teacher can then evaluate their effectiveness.

3. School Counselor
   Performs clerical, monitorial, and counseling reinforcement tasks under the direction of the counselor.

4. School Lunchroom
Supervises the lunchroom according to school practices during lunch periods; maintains order, helps children when assistance is needed, works with administration and teachers to improve procedures; supervises activities after lunch in the playground or special activities.

5. General School
Performs a variety of school duties assigned by the principal, the assistant principal or the designated teacher; may assist at doors and in halls, office, bookstore, library, clinic, classroom, but is not assigned to a single station.

6. School Community
Acts as a liaison person between the school and the community by informing parents about school and community services and by informing teachers about community problems and special needs.

In the Rochester (Mich.) Community Schools, volunteers serve in a "Dialogue-Communication Program" in which three volunteers from each school are trained to answer questions and assess local community attitudes. The district's "Block Captains" program involves more than three hundred volunteers who visit every home in the community to distribute a fact sheet and to answer questions about the schools.

7. School Hospitality
Receives parents who visit the school and, under the direction of the principal, takes the parent to meet the teacher; may also arrange for refreshments for teachers, parents and children.

8. Departmental
Works in a particular school department (language, science, fine arts, etc.) to perform designated departmental tasks such as record keeping, inventories, attendance, supplies, marking objective tests, etc.

9. Library
Works under the supervision of the librarian to assist in the oper-

ation of the school library. Shelving, filing, clipping, circulation, and book-processing are some of the tasks to be performed.

10. Testing Service
    Works with professional testers in schools or regional centers to arrange for and administer tests.

11. Special Enrichment
    Speaks to classes or other groups on topics related to occupation. These volunteers may be businessmen, engineers, lawyers, doctors or parents with interesting hobbies or occupations, etc.

    Part of the school volunteer effort in Boise, Idaho, consists of special resource volunteers who respond to individual teacher invitations for classroom and curriculum enrichment. "Enrichment" volunteers are available for the study of archaeology, bird watching, fish and game, folk music, metallurgy, radiation control, writing, aviation, local and state history, rock collecting, spinning and taxidermy.

12. School Security
    Assigned by the principal to security tasks – doors, corridors, special events, lavatories, parking lot, banking of school receipts.

13. After-School Program
    Supervises, under the direction of the teacher, any after-school activities.

14. Materials Resource Center
    Performs clinical, custodial, and monitorial functions in a materials resource center or learning laboratory.

15. Field Trip Assistants
    Assists on field trips or excursions to cultural events.

16. Special Skills
    Assists the teacher by offering special skills in the areas of shop, homemaking, or speaking a foreign language, i.e., native Spanish.

17. Crisis Center
    Works with children who have problems of adjustment in the regular classroom situation.

18. Playground
    Works with teachers during the school day to assist with physical education and recess activities.

19. Reading Improvement
    Assists reading specialist with basic and/or remedial instructions in a single class or group of classes. Assists individual child or small group of children with similar problems.

20. Special Education
    Assists special education teacher in implementing instructional activities for an individual or a group of special education pupils.

    Some parents at a suburban Los Angeles elementary school devote all of their volunteer time to the single project of helping children improve perceptual motor skills. These volunteers test children in grades 1-3 who have been referred by their teachers. Children with perceptual difficulties take part in a daily 30-minute session run by volunteers to improve visual, motor, and perceptual skills.

21. Attendance Officer
    Provides assistance in dealing with attendance problems; may make home calls to explain the problem in person.

22. Bus Attendance
    Supervises loading and unloading of school buses at the beginning and end of the school day; may be assigned to ride buses, especially those transporting very young children.

23. High School Theme Reader
    Reads and checks themes for those writing skills indicated by the teacher.

24. School Health Services
    Operates health clinic under direction provided by school nurse.

Oklahoma City's "Helping Hands" volunteers' program assisted in a campaign to alert teen-agers to the dangers of and treatment for venereal disease by helping to arrange a doctors' speakers bureau for schools. The volunteers have also worked with the local bar association in a special drug education project.

25. Laboratory Technician
    Assists in school laboratories (languages, science) under supervision of the teacher; sets up, maintains, and operates equipment.

Of These Services, Which Can a New Program Most Effectively Provide?

The kinds of services a volunteer program is able to provide will depend upon:

1. The particular needs of the school system, of each school, and of each teacher. If the program is not in the school, the overall objectives of the program will determine, in large measure, the types of services offered.

2. The desire of school or agency staff for particular services.

3. The availability of qualified volunteers to perform the requested services.

4. The type and amount of special professional and/or volunteer help currently available in the school or agency.

New programs should zero in on the one or two areas in which they can be most effective, rather than attempt to tackle too many problems. Such a "scattergun" technique – trying to do too much at first – generally works to the detriment of the program.

How Can a Smooth Relationship between Volunteer and Professional Be Assured?

For a smooth-working relationship, both volunteer and staff should agree that:

1. A volunteer works under the direction and supervision of a teacher or member of the staff.

2. A volunteer supplies supportive services, but is not a substitute for a professional staff member.

3. A volunteer will not divulge confidential information to which he or she may have access.

4. The volunteer should be given specific instructions and necessary materials for any job undertaken.

5. If parents participate in a volunteer program in their child's school, they should not be given access to their child's confidential files. The decision to allow parents to volunteer in their child's classroom should be made by the principal or teacher involved.

6. Evaluation of a volunteer's work will be confidential.

In New York City, the Chancellor's Action Center is an ombudsman-like operation for handling complaints from community people about high schools, special schools, special education and other centralized programs. Trained parent volunteers receive complaints by telephone daily, Monday through Friday, from 10 a.m. to 12 p.m., and spend their afternoons researching complaints for follow-up action.

Note:
Volunteer Coordinators should be sure that all activities involving work with students and/or their records should be subject to the provisions of The Family Educational Rights and Privacy Act of 1974.

Funding Sources and Proposal Preparation

The idea has been planted; the need for services has been documented and accepted; now, the time to begin planning for program implementation has arrived. One of the major problems facing those organizing volunteer programs is to find sources of financial support. If the program is under the aegis of a school system or an agency, this problem may not be as pressing since, in these cases, the agency will have allocated funds for program development. However, even well-established programs may have a need to seek additional funding sources for new activities they wish to undertake.

Although volunteer services come without a price tag, funds are necessary for the following: staff salaries, training costs, materials for volunteer use and for program evaluation and, in some cases, for incidental expenses, such as carfare and babysitting fees, which are incurred by volunteers. Although support for activities of public, non-profit organizations is not as plentiful as it was in past years, it is available for those who take the time and effort.

Whether seeking funds for a new program component or for a totally new endeavor, there are many possible sources of support. At the local level one can approach the school system or the agency destined to be the primary recipient of volunteer services. When presented definite and workable plans, those institutions are often able to supply staff support, working space and materials. They may also incorporate volunteers into the organization's total plan. Local business and industries can provide funds to initiate or support volunteer efforts or they can provide both human and material resources at later stages of development.

Local chapters of national civic and social organizations are also possible sources of support. For example, in many cities the Junior League has initiated school volunteer programs, many of which are now integral parts of the school system. Partnerships or linkages with established programs or organizations provide a natural way to initiate a school-based program.

One can also seek support from local or national foundations and other organizations and associations. Information on sources of this type can be obtained from The Foundation Center (888 Seventh Avenue, New York, New York 10019). A trip to the Center's public resource centers, which contain comprehensive collections of source materials on foundations and their grant-awarding activities, may prove worthwhile. The Center has established 47 regional resource collections across the country containing standard reference reports on foundations in the state in which the collection is located, and printouts of grant data on selected topics. The location of the regional centers may be obtained by writing to the New York office.

The Center also issues several standard reference works which can be found in local libraries. These include *The Foundation Directory,* a listing of more than 5,000 foundations which either made grants totaling $25,000 or had assets of at least $500,000; *The Information Quarterly,* an updated supplement to the Directory; *The Foundation Grants Index,* which gives a representative overview of major foundation annual awards in all fields, and a bi-monthly supplement to the *Grants Index.*

The Center also has available microfiche copies of foundation annual reports, and foundation information submitted to the Internal Revenue Service. In addition, the Center provides computer searches in specific areas of interest – such as day care, elementary and secondary education, and drug abuse.

In many places Federal monies have been used to support volunteer activities. Funds available through the Elementary and Secondary Education Act (ESEA), Titles I and III, have frequently been used. These are Federal funds that are available through the local school system or the state of the education agency; however, not by direct application to the U.S. Office of Education in Washington. One seeking governmental assistance should be familiar with several reference publications. These include the *Catalogue of Federal Domestic Assistance* which categorizes all Federal funding activities; *Commerce Business Daily,* which lists competitive requests for proposals from government agencies; and the *Federal Register* which contains regulations and application deadlines for all Federally funded programs. Departmental journals are other sources of funding information. For example, *American Education,* published monthly by the U.S. Office of Education, has an annual index on Office of Education funding sources entitled "OE: Where the Money Is." Most of these references are available from Superintendent of Documents, Government Printing Office, Washington, D.C. 20402.

Regardless of the organization which is the potential funding source, the method of application and of proposal preparation is very similar. The first step, using the references identified above, is to determine several possible sources of support. In looking at foundations it is wise to select those with a history of awarding grants in allied areas. Once selections have been made, prepare a basic letter of intent, which contains the following information: What do you intend to do? Where will it be done? How long will the project run and who will receive or benefit from the services given? Also include a short statement of past accomplishments, if any, which relate to the new project. This letter and the request to make a formal presentation should be as brief as possible, hopefully no longer than two pages. If possible, follow up the letter of intent with a personal visit to explain the proposed project. Such visits should be made by an individual, not a committee, as one-to-one conversations are likely to be more informative and productive.

Once a letter of intent is received affirmatively, the next step is to prepare a formal proposal. Before beginning the preparation, it is wise to secure any guidelines, regulations or mandated forms which the sponsor may have or require. These will be more numerous and more demanding from governmental sources than from private sources — a first introduction to bureaucratic red tape. The steps detailed below should be carried out when one is applying to a foundation, a school district, an agency or the Federal government.

1. Define the Problem.
   a. What is the basic purpose of the project?
   b. How serious is the need for immediate action?
   c. Is the problem stated in specific terms; has the writer avoided general, save-the-world statements?

2. Give the Background of the Problem
    a. What set of educational, social, economic or political realities are involved in the problem?
    b. What makes the writer uniquely qualified to deal with the problem?
    c. What features of the problem make it appropriate for funding by the agency or the organization to which the proposal will be submitted?
    d. Does it coincide with the identified agency's or the organization's priorities?

3. Identify Needs the Project Seeks to Meet
    a. Are needs stated in specific terms?
    b. Is supportive data presented showing how needs were assessed and determined?

4. State Project Objectives
    a. Is there a clear relationship between the needs and the objectives of the project?
    b. Are objectives stated in measurable terms rather than broad generalities?

5. Prepare a Calendar of Activities to Meet the Objectives
    a. Can the project be completed in the time allocated? Is the time schedule realistic and clearly stated?
    b. Do the activities have a clear and definite relationship to the proposed objectives?
    c. Is the proposed pattern of operation clear?
    d. Do various phases of the project build upon and link with one another?

6. Identify Project Participants
    a. What is the target population of the project, both immediate and long range?
    b. What are the criteria and/or procedures for recruiting and selecting participants?
    c. Is the target population sizable enough to meet project objectives?
    d. Have appropriate ways been identified or developed for interpreting the project to the communities affected?

7. Identify Areas of Needed Support and Support Systems Necessary to Project Operation
   a. Are appropriate community agencies involved in the planning and execution of the project?
   b. Does the project have the support of the organization or the agency which will be the prime recipient of the services?
   c. Are physical facilities conducive to the successful conduct of the project?

8. Develop an Evaluation Design
   a. Does the design provide for evaluation of activities in terms of objectives?
   b. Does the evaluation provide an opportunity to assess project development and make indicated changes or redirection?
   c. By what process will the overall effect of the project be measured? Who will perform the evaluation?

9. How the Project Will Be Administered
   a. What staff is needed for the project? Is it fully capable of carrying out the project?
   b. What will be its role in accomplishing the various activities of the project?
   c. Will additional personnel be required for the project? Are they available? To whom will they be responsible?

10. Develop a Realistic and Adequate Budget
    a. Direct Costs – expenses which can be itemized and for which payroll records or vouchers can be presented for payment. These include:
       (1)
       Staff salaries.
       (2)
       Employee or fringe benefits such as retirement, social security, health benefits, and workmen's compensation. This is usually calculated as a percentage of salary.
       (3)
       Travel including mileage for travel in private cars, fare for airplanes, trains, buses and cabs, and per diem costs.
       (4)
       Equipment and space rental.

(5)
Printing and duplication.
(6)
Materials and supplies.
(7)
Communication — telephones and meetings.
(8)
Computer time.
(9)
Conference or meeting costs.
(10)
Training costs.
(11)
Consultant pay and per diem.

b. Indirect Costs — general expenses necessary for general project operation. These include:
(1)
Business office services.
(2)
Physical plant operation and library usage. Generally indirect costs are calculated on a percentage of the direct costs.

Those preparing a project budget should be able to answer the following questions: Is the budget adequate for the results anticipated? What provisions are made for audit of budget expenditures?

11. If Possible, Give Plans for Continuation of Activities beyond the Period for which Funding Is Sought.
    a. What kind of activities are anticipated to be carried out beyond the funding period?
    b. How will these activities be supported? How firm are commitments for future funding?

12. Review the Total Effort
    a. Have all substantive problems or questions been addressed, defined and answered?
    b. Is the proposal specific, well articulated and realistic?
    c. If not, where does it need to be amended, refashioned or restated?

Organizing and Developing a Volunteer Program

Before one can begin to plan for the utilization of volunteer services, those developing the program must be assured of a commitment to the use of volunteers by the district. Indications that volunteer services are wanted and needed include:

1. Support from the board of education. This should be indicated through a board resolution.

2. Establishment of an advisory committee to prepare overall program policies and design.

3. Requests from school personnel for volunteers.

4. Determination of the legal status of volunteers for liability insurance and workmen's compensation.

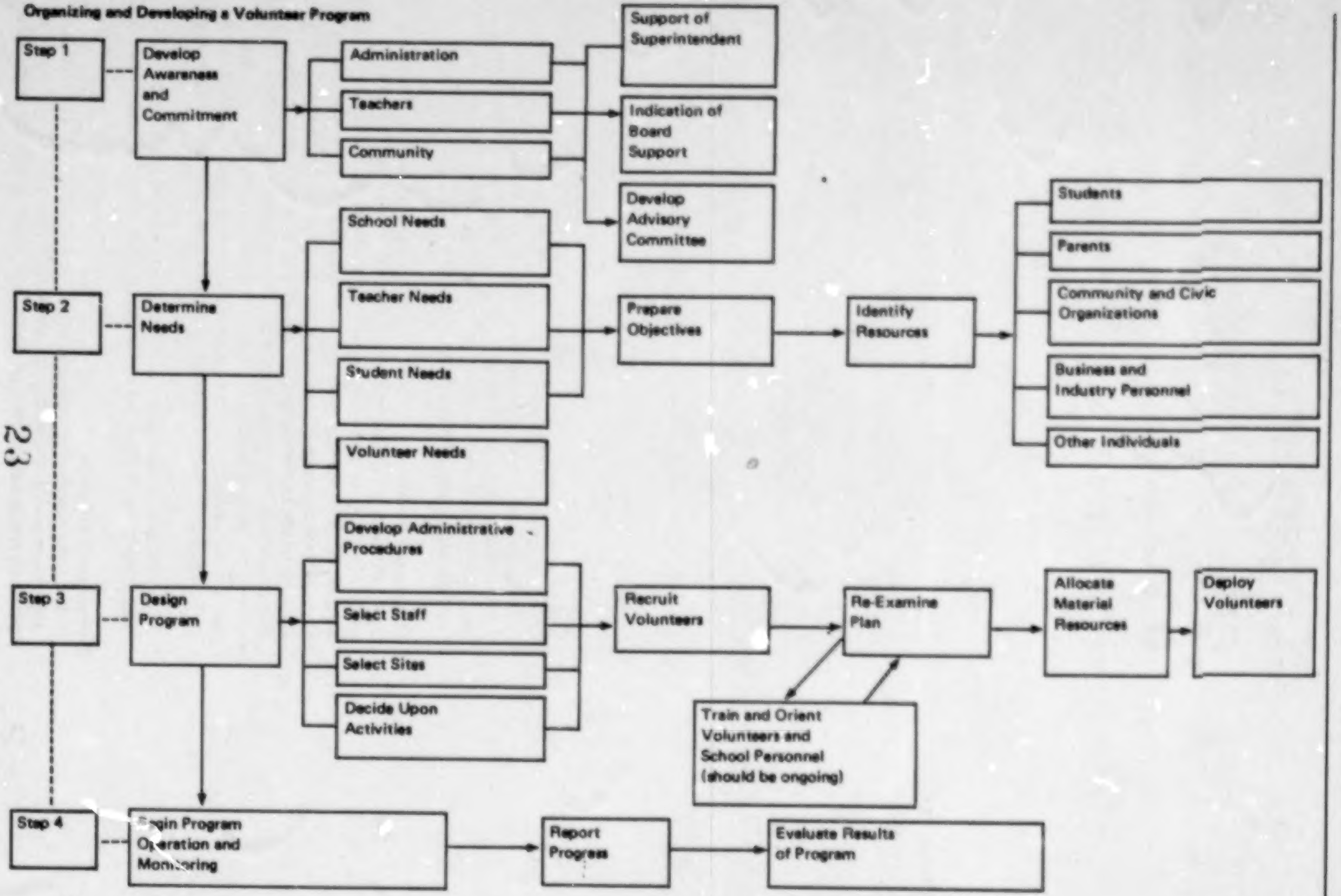
Once the initial approval and the support of the local authorities have been secured, those establishing the program can proceed with its development. The following plan can be used for any type of program large or small, either in or out of a school. The major difference will be the amount of internal coordination necessary to make the program a success.

1. Determine Needs
   The first step is to determine what needs the program must meet. This is best done by consulting with appropriate personnel, both administrators and teachers, to identify the real and persistent needs of a given situation. Needs to be considered include those of the school, those of the teachers and those of the students. Once these needs have been determined, they should be ranked in priority order from the highest to the lowest. Those developing the program must now decide which needs can possibly be met, considering actual and potential resources.

   After the needs have been decided upon, the possibility of implementing them should be discussed with school authorities.

2. Prepare Objectives
   Taking the needs into consideration, the next step is to develop objectives which are stated in behavioral terms whenever possible. In the development of objectives, care should be taken to

Organizing and Developing a Volunteer Program


Step 1
Develop Awareness and Commitment
Administration
Teachers
Community
Support of Superintendent
Indication of Board Support
Develop Advisory Committee
Step 2
Determine Needs
School Needs
Teacher Needs
Student Needs
Volunteer Needs
Prepare Objectives
Identify Resources
Students
Parents
Community and Civic Organizations
Business and Industry Personnel
Other Individuals
Step 3
Design Program
Develop Administrative Procedures
Select Staff
Select Sites
Decide Upon Activities
Recruit Volunteers
Re-Examine Plan
Train and Orient Volunteers and School Personnel (should be ongoing)
Allocate Material Resources
Deploy Volunteers
Step 4
Begin Program Operation and Monitoring
Report Progress
Evaluate Results of Program

outline the sub-goals necessary to make the program objectives a reality. From these overall program objectives, specific institutional goals may be developed. These will stress the need for tutoring, library service, etc. – those activities necessary to meet the identified needs.

Many direct and indirect benefits stem from the establishment of program objectives. The involvement of key school staff and volunteer leaders in the decision-making will benefit the program by establishing rapport and defining the roles of all involved. Furthermore, concise identification of goals and objectives leads to the development of an effective, workable structure for the volunteer program. Such identification will assist in the recruitment process.

3. Identify Resources
   Based on the needs and objectives, available resources to implement the program should be identified. Such resources fall into two categories: (1) material and financial resources and (2) human resources or potential volunteers. Potential volunteers include students, parents, community, civic, social and fraternal organizations, business and industry personnel, senior citizens and other individuals interested in participating.

   If a steering committee for the program is desired, it should be established at this point. Criteria for serving on the committee should be formulated.

   If the program is city-wide, the steering committee should represent: (1) a cross-section of the population, (2) organizations who can assist in recruiting volunteers, (3) those who can bring financial or material resources to the program (e.g. printing, graphic design for flyers, accounting, etc.), and (4) those who will participate as volunteers in the various phases of program administration.

   Necessary materials, equipment and funds for program operation should also be identified at this stage.

4. Design Program
   When organizing a volunteer program, allocate adequate time for

in-depth planning. As the plan is formulated, write it down. A written plan, containing all vital elements, makes a program tangible, eliminates some of the uncertainty and provides a guide for solving problems which may arise.

The following steps should be a part of any program design, once modified to meet local needs.

a. Obtain any administrative approval necessary.
b. Define roles and tasks for school personnel and volunteers.
c. Develop firm policy guidelines.
d. Prepare personnel practices for volunteers in conjunction with central administrative policy including:
   (1)
   Legal responsibility and insurance coverage for volunteers.
   (2)
   Medical standards to be met (e.g., chest X-rays).
e. Prepare a workable budget.
f. Select a program coordinator and needed staff.
g. Establish a recruitment program.
h. Plan for training, both for volunteers and school personnel.

The steps outlined above represent one way of planning a program for volunteers. Some definite form of organization is necessary for efficiency and effectiveness. Alternative methods may be designed and adapted. The most effective organization and planning is often that which is determined jointly by school staff and prospective volunteers.

5. Recruit Volunteers
   The most important component of any program is the volunteers who provide the service, time, and talent without which the program could not operate. Special attention must be given to the recruitment of such volunteers. Specifics for a profitable recruitment campaign are outlined in Chapter 5, "Recruiting Volunteers."

6. Reexamine Plan
   Before the volunteer program begins, all aspects of the plan should be checked and rechecked to assure that no part of the program design, no matter how small, has been left out. Relate the plan to numbers and types of volunteers recruited. Care

must be taken not to overestimate resources. It is better to expand the scope of activities than to overestimate and be forced to cut back services or spread them too thin. The administration of a program is now guided by policies, procedures and specific objectives that have been defined. The utilization of evaluation procedures will provide information necessary for both process and product assessments. Motivation, recognition and publicity generate future participation as well as increased understanding of school programs. Program operation and management aspects are:

a. The operation of the program should have well-defined starting and stopping dates.
b. Supervision and coordination are staff responsibilities in the initiation, the monitoring and the maintaining of the program.
c. Evaluation procedures provide information to develop, refine, and recycle effective programs.
d. Evaluation of both the results of the program and the means by which these results have been obtained is essential for program assessment.
e. Motivation and recognition activities help maintain volunteer, teacher, student, and administrative involvement and support.
f. Public relations and publicity provide a means of increasing the understanding of the program.

7. Orientation and training programs

Orientation and training programs for volunteers as well as professional personnel must be an integral part of the program. These are dealt with in detail in Chapter 7, "Volunteer Orientation and Training" and Chapter 8, "Orientation and Training of Professional Personnel."

8. Allocate Resources

For maximum utilization of volunteer services, resources, both material and people, must be allocated wisely. A clear definition of the role and responsibility of all involved in a volunteer program makes for a successful undertaking. There are three considerations.

a. *Administration*

The well-being of a school is the responsibility of the principal. Therefore, it is essential that the principal and his staff manifest interest in the program. Such interest is shown in actions of wholehearted support so that the role and functions of volunteers will be understood and accepted. However, as a word of caution, the principal's influence on the volunteer program should not be so authoritative that staff members feel it is being "pushed down their throats." A genuine interest can inspire greater positive response within the school.

b. *Coordination*
The role of the volunteer coordinator should be considered in detail. It is essential that one person have primary responsibility for the operation of the program. Plans for the actual operation of a program and the duties of those involved are fully explained in Chapter 4, Administering a Volunteer Program.

c. *Materials*
At this point, the equipment, materials and supplies to be used by volunteers should be available on the dates when volunteers will be working.

9. Deploy Volunteers
The final step, prior to actual program operation, is the deployment of the volunteers who have been recruited. Consideration for the assignment of volunteers is covered in Chapter 6, "Interviewing, Selecting and Assigning Volunteers."

10. Begin Program Operation and Monitoring
Monitoring procedures should begin with the program. Such procedures will assure that volunteers are fulfilling their assignments and will provide for the compilation of data necessary for a year-end evaluative report.

11. Report Progress
Periodically, the information compiled from the reporting forms (e.g., types of volunteers, time sheets, types of services performed, evaluation sheets from principals, teachers and volunteers) should be given to persons responsible for administration of the program. This information is then used for evaluation and necessary reports. Regular assessment of this information will serve to indicate ways in which the program needs to be altered to meet its objectives.

12. Evaluate Program Results

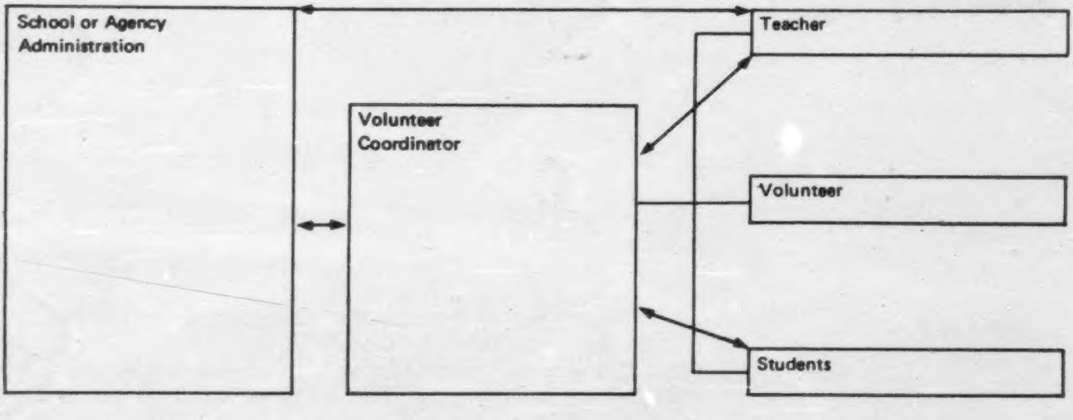
The year-end evaluation of program results should lead to an overall re-examination of the operating plans, as well as an examination of the goals the program seeks to meet. Designs for program evaluation are discussed in Chapter 12, "Evaluating Volunteer Programs."

Administering a Volunteer Program

The volunteer program must be aware of the needs and resources available at each institution it serves. In the administration of a program, as well as in the planning of it, the staff of that institution must be involved. The paramount consideration is that the volunteer program be a co-operative effort between the volunteers who give service and the institutions which are the immediate or ultimate recipients of that service.

In any program, whether operating in a single institution or area-wide, there are certain administrative functions which must be performed to insure efficient operation. The following Program Structure presents the elements necessary for any operation, regardless of size.

Program Structure



Responsibilities of the Principal

Within the school, the principal or his appointed designate should serve as supervisor ex-officio of the individual school program. The building volunteer coordinator should also be under the direct supervision of the principal. For a successful school volunteer program, responsibilities of the principal should include:

1. Discussing the program with the school staff members and enlisting their support.

2. Assisting in the identification of the types of volunteer service needed by the staff.

3. Outlining specific school procedures to be followed by volunteers.

4. Making working space available for the volunteers and providing access to lounge and bathroom facilities.

5. Meeting with volunteers and staff to create a team spirit.

6. Assisting in the evaluation of services performed by volunteers.

Responsibilities of the Building Volunteer Coordinator

The building coordinator, working under the direction of the principal and in co-operation with the staff coordinator, if one is appointed, must:

1. Assign volunteers.

2. Process teachers' requests for volunteer aid.

3. Keep files and records of volunteer activities within the school.

4. Confer with principal and staff whenever necessary.

5. Conduct or participate in meetings with staff and/or volunteers to:
   a. Orient volunteers to the school situation. (See "Volunteer Orientation and Training," Chapter 7.)
   b. Provide preservice training for volunteers to work in specialized areas of need (e.g., reading, language arts, mathematics, science, English as a second language).
   c. Assist staff in the effective utilization of volunteers. (See "Orientation and Training of Professional Personnel," Chapter 8.)

6. Determine the need for workshops or in-service-training to increase the volunteers' capacity to serve.

7. Plan meetings so that volunteers may become better acquainted with each other, discuss problems, exchange ideas, and seek solutions to common problems.

8. Check with volunteers who miss time or are unable to fulfill a specific assignment as scheduled.

9. Arrange for recognition of volunteer service within the school.

Responsibilities of Teachers using Volunteers

The teacher is the key person in guiding the practical learning experiences of volunteers. The following suggestions are intended to help make the best use of the teacher's supervision within the limits of time available.

1. Try to arrange an informal session with the volunteer at an early date to discuss the program and what to expect of the children. Orient the volunteer to the kind of help you need. Try to have a little variety in the tasks assigned, but use such services in any way that will be of help to you and the children. The volunteer coordinator should be trained to assist you in planning an ever-increasing variety of activities.

2. Plan the work you want the volunteer to do before he or she arrives. Create early opportunities for volunteer contacts with individual children. Be specific in your directions.

3. If you are not going to need your volunteer at the regular time, of if you are going to be away from school, advise the volunteer or volunteer coordinator in advance so that other arrangements can be made.

4. If you do not need your volunteer full time, release him or her to help another teacher.

5. Brief your volunteer in fire drill and dismissal procedures. Introduce him or her to the teacher next door.

6. Anticipate information the volunteer will need to carry out assigned duties. Show where to find materials, how to set up an activity, what books to use with a group, etc. Tell him or her

what limits to set, what special needs individual children have and what to expect of the children.

7. Avoid assigning responsibilities beyond a volunteer's ability. Do not leave a volunteer with too many children or too large an area to supervise.
8. Provide greater job responsibility for the volunteer as knowledge and proficiency increase.
9. Expect the volunteer to be businesslike about attendance – be on time, stay with assigned responsibilities, and accept direction from the teacher. *Although the job is a volunteer one, the commitment is professional.*

When volunteers feel they are an integral part of the school team, they are more likely to impart to the community an appreciation and understanding of the job being done by school personnel.

Volunteer Responsibilities

The volunteer should express concern for, interest in, and acceptance of those with whom she or he works. She or he is responsible for maintaining a professional attitude of mutual respect and confidence and should also:

1. Be willing to offer supportive and supplemental service under professional supervision and direction.
2. Be punctual and reliable in fulfilling the assignment and notifying the school in case of absence.
3. Become familiar with school and classroom policies and practices.
4. Be capable of adjusting to the teacher's way of doing things and following his or her directions.
5. Be willing to have short conferences, periodically, with the coordinator and/or teacher to make for a more rewarding experience.

Routine Procedures

For the smooth operation of a program, procedures similar to those given below should be standardized:

1. Each volunteer unit should maintain a time sheet for volunteers to sign in and out on each day of service.

2. An index card file should be maintained for volunteers in the office. It should list name, address, telephone number, person to be notified in an emergency, special skills, etc.

3. Regular procedures should be established for volunteers to notify the volunteer coordinator of absences beforehand.

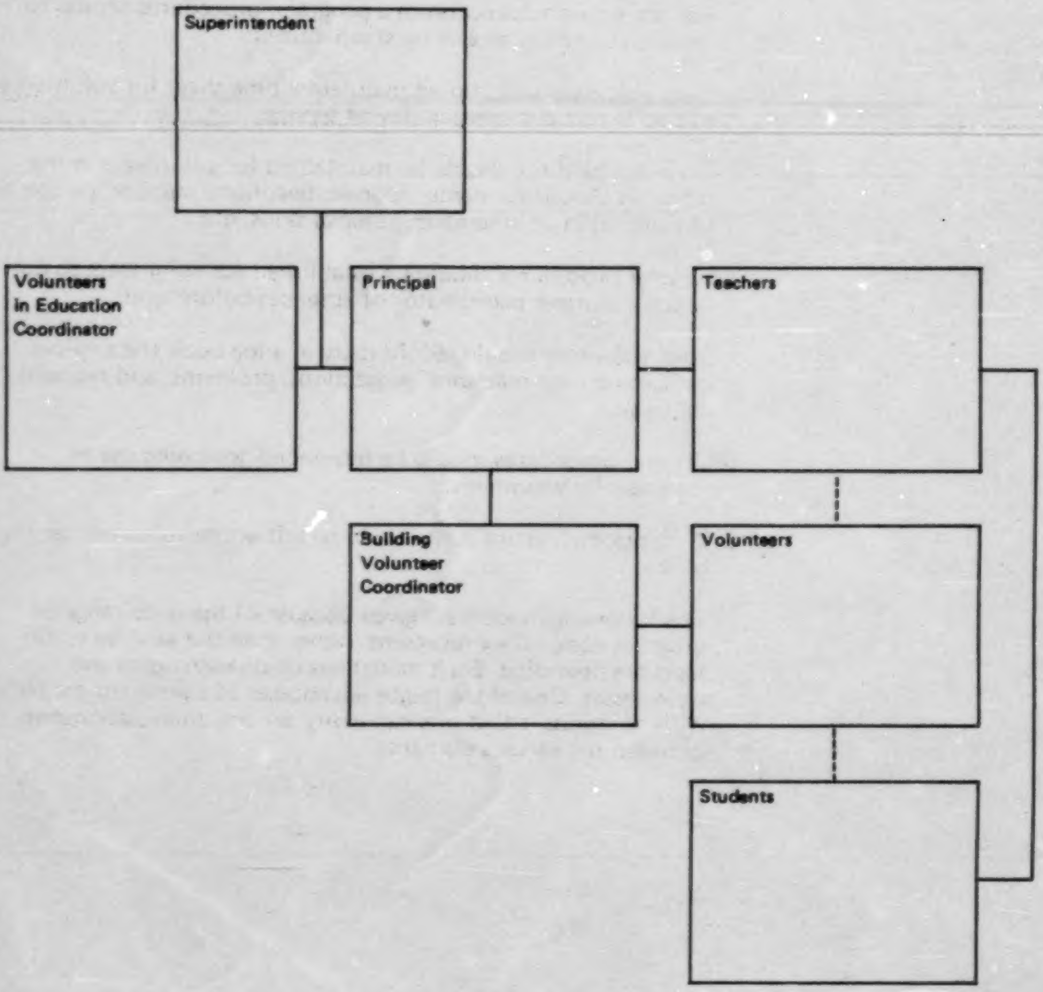
4. Each volunteer should record daily in a log book the services performed with reactions, suggestions, problems, and requests for help.

5. Orderly procedures should be developed governing use of materials by volunteers.

6. A permanent record card should be left at the volunteer central office.

The following models are given because of the wide range of program design they represent, rather than the services volunteers are providing. Each model has unique strengths and weaknesses. One of the major advantages of a program model with notations is that one can easily see the interrelationships between the various elements.

Volunteer Coordinator Model


Superintendent
Volunteers in Education Coordinator
Principal
Teachers
Building Volunteer Coordinator
Volunteers
Students

Unique Characteristics:

1. Program pilot is in one elementary school, utilizing selected individuals.
2. May be placed with a team or an individual staff member and observed regularly.
3. Intensive evaluation.
4. Volunteers are used three ways:
   a. Classroom — direct contect with students and teachers.
   b. Building — serves in cafeteria, playground, office, guidance, etc.
   c. Home — school-related tasks and projects (e.g., preparing behavior modification rewards.)

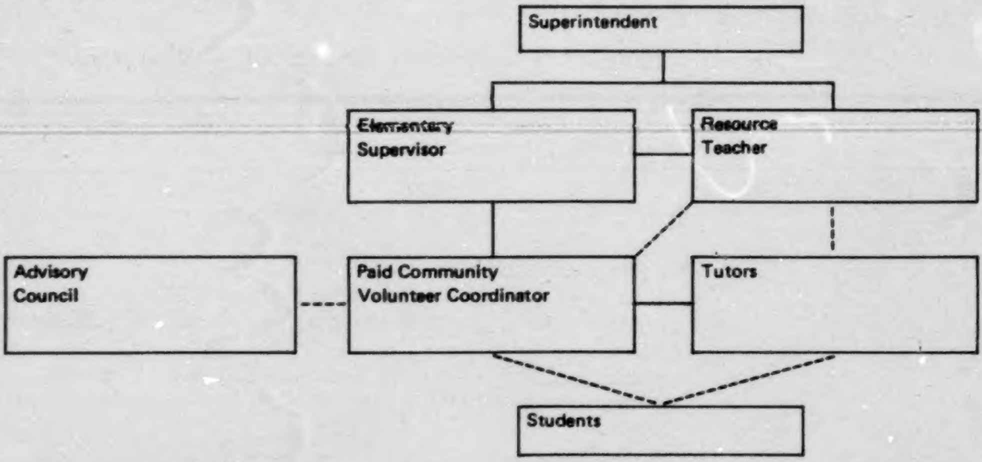
Strengths:

1. On-going community relations.
2. Intense community interest.
3. Positive administrative support.
4. Control of supervision of program by volunteer coordinator.
5. Staff acceptance of volunteer services.
6. Method of selection of volunteers.

Weaknesses:

1. Peer group pressure to be "in."
2. Selective program does not provide for an effective dismissal procedure.
3. Competition among volunteers for prestigious jobs.

Co-operative Community Organization Model



Unique Characteristics:

1. After-school and evening program — four days a week.
2. Paid certificated teacher serves as resource teacher.
3. Volunteers from community and colleges.
4. Originated outside of public school system.
5. Paid volunteer coordinator for the program.

Strengths:

1. Having a resource teacher assigned to the tutorial program.
2. The organizational structure provides a co-operative school-community relationship.
3. A paid fulltime coordinator for the program for continuity and consistency.

4. Commitment of administration.

5. Central location of facility.

Weaknesses:

1. Limited to certain students.

2. Need for transportation of some tutors.

3. Lack of consistency of some tutors.

As the volunteer program expands to include more sites, it may be desirable to appoint a city-wide coordinator preferably from those who have had previous experience as a volunteer coordinator or as a volunteer. The overall coordinator handles the following:

1. Provides general supervision of sites in the district.
   a. Processes teachers' requests and assigns volunteers.
   b. Shares with the professional staff the task of providing on-the-job training for volunteers.
   c. Supervises volunteers if there is no building volunteer coordinator.
   d. Shares with building coordinators the responsibility of supervision and evaluation of the work of the volunteer program at each school and for his or her entire district.
   e. Confers with principals and teachers and attends faculty meetings when necessary.
   f. Holds regular meetings with building coordinators in the district to stimulate exchange of ideas and the development of new programs and procedures.
   g. Identifies volunteer leadership.
   h. Is available to individual volunteers for consultation and guidance.

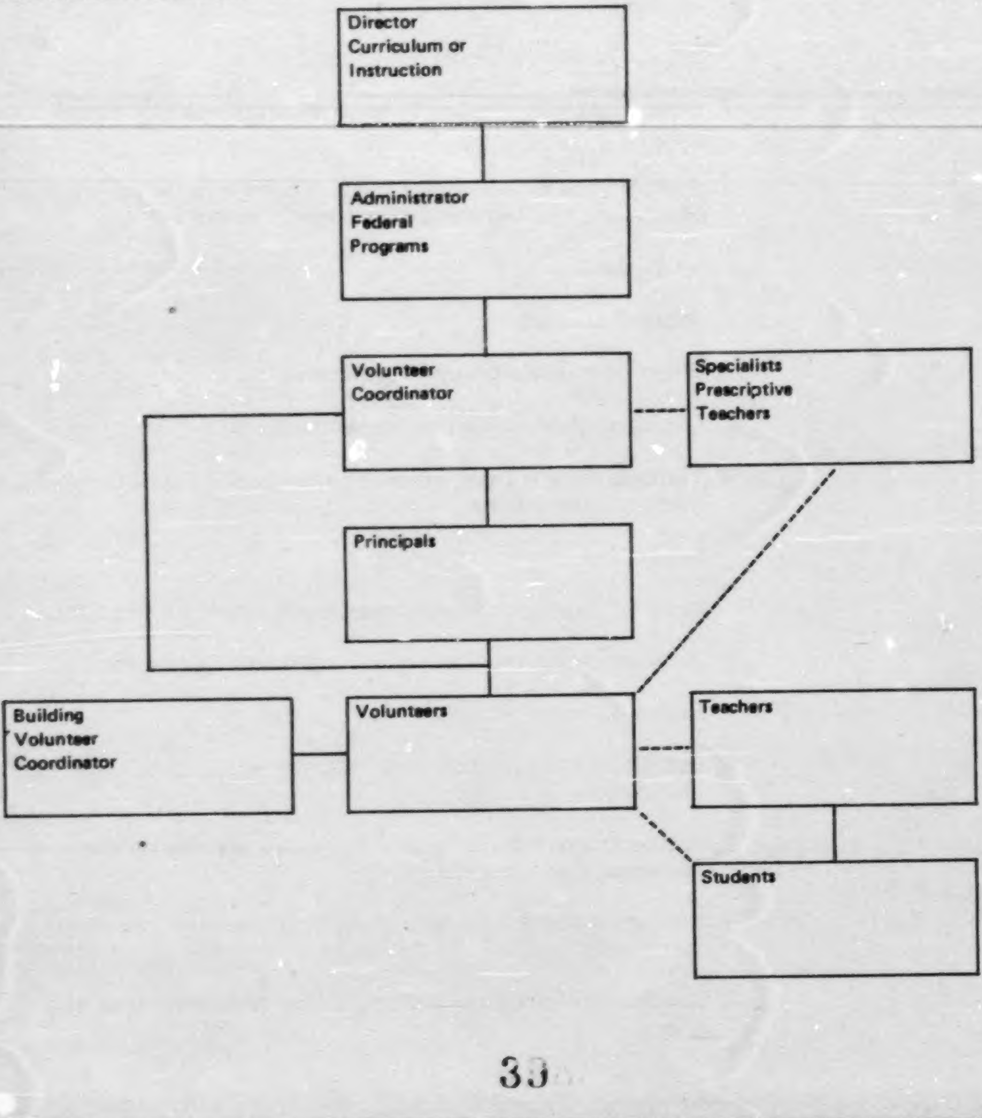
2. Provides the following services between central volunteer office and individual schools in the district:
   a. Consults with the volunteer program designer on questions of policy and procedure.
   b. Reports on new procedures originating in the schools.

c. Processes and relays requests for additional services.
d. Does initial processing of requests for expansion of programs within his or her district.
e. Attends staff conferences at central office.
f. Presents regular evaluation, statistical, and financial reports to central office.
g. Secures or develops materials needed in the program.
h. Assists in identifying areas of need in a district.
i. Assists in planning, arranging, and conducting training sessions in individual sites and in the district.

3. Assists in promoting good public relations between the volunteer units and the community.

Generally, this position is a paid one with job functions and duties described by the board of education or sponsoring agency. The structure of a city-wide program often resembles the following:

Central Volunteer Coordinator Model



Unique Characteristics:

1. Diversification of placement and programs.
2. Direct lines of communication to promote a personalized program.
3. Attrition rate of volunteers is less if there is better coordination of program and recruitment and selection techniques.

Strengths:

1. Personal contact.
2. Direct communication with principals.
3. Strong-positive administrative support.
4. Through the volunteer office the community is informed of sch needs and operations.

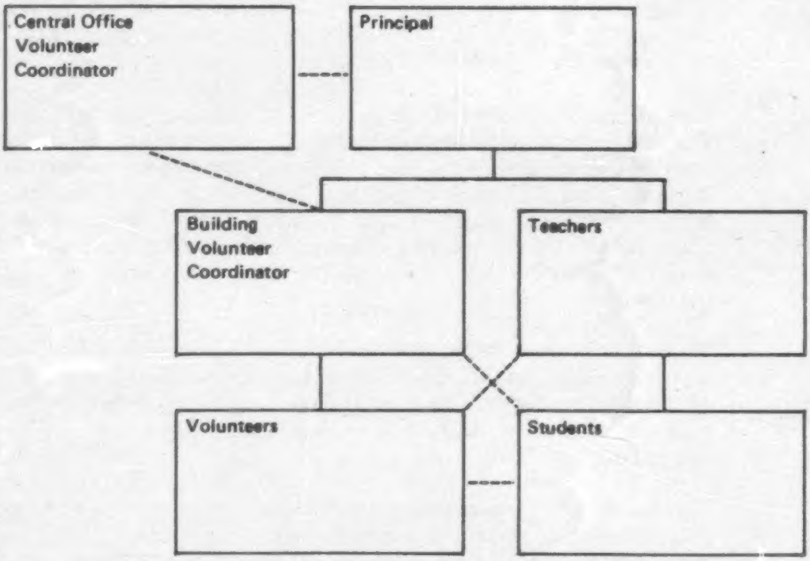
Weaknesses:

1. More difficult to train volunteer and teacher as a team.
2. Time needed to monitor school coordinator's operation.

Unique Characteristics:

1. Specific role expectations are established due to full-time paid arrangement.
2. One person is responsible for the overall development and implementation of programs.
3. Utilization of volunteerism is greatly increased within the community.
4. Continuity of program is possible plus the initiation of new ones.

Paid Building Coordinator Model


Central Office Volunteer Coordinator
Principal
Building Volunteer Coordinator
Teachers
Volunteers
Students

5. Staff development emerges as a co-operative process.

Strengths:

1. Continuity of program.
2. Opportunity for multi-program design.
3. Greater utilization of potential volunteer services.

Weaknesses:

1. Relying on one person to direct the programs.
2. Paying a person to do tasks which are similar to those a volunteer might do on a lesser scale.

Although each of the program models has specific strengths and weaknesses, the paid full-time building coordinator appears to offer overall advantages.

The building volunteer coordinator functions in a line relationship with the building principal and in a staff relationship with the staff. After the needs are determined (the types of volunteer services to be utilized, the responsibilities of support personnel such as audio-visual coordinator, librarian, specific teachers or administrators), the building volunteer coordinator has the responsibility of initiating and coordinating the volunteer components.

These components include recruitment of volunteers, selection and placement, orientation and training, supervision and coordination, motivation and recognition, public relations and publicity, budgeting and funding, and recordkeeping and evaluation.

The building volunteer coordinator functions according to three priority levels: first, the development and implementation of the various volunteer services; second, direct involvement with the various services in times of temporary overload or absence of a volunteer who cannot be replaced; third, performance of routine tasks to support school administrative functions.

The role expectations of each of these three levels need to be clearly defined and understood by administrators, staff, teachers, volunteers and the coordinator.

Establishment of target percentages is necessary for the amount of time to be expended in each of these three levels. The percentages should be determined early in the program and concise time studies performed during the school year — perhaps during one week each month to check the actual time expended in each level.

Realistic percentages that have been used by school systems are 60 to 70 percent for the first level, 20 to 30 percent for the second level and 10 to 20 percent for the third level. There is a tendency to rely upon the volunteer coordinator to perform a number of routine tasks; therefore, the time study is a necessity.

Six specific advantages can be given in support of the full-time volunteer coordinator method of administration. First, one person becomes responsible for all volunteer program needs. Second, resources necessary for the development of various volunteer services can be more effectively and efficiently utilized. Third, under this method, volunteers have a greater opportunity to transfer from one program to another to meet changing needs and better utilize volunteers' talents. Fourth, the consistency of voluntary services is improved through the constant support and supervision of the coordinator. Fifth, the coordinator can work directly with any one of the services as an overload occurs before additional volunteers are necessary. Sixth, the increase of volunteer services – both in number of hours and types of services – will more than compensate the cost of the paid coordinator. This is dramatically illustrated when records indicate that the cost of a coordinator's salary will often double or triple volunteer services.

The utilization of both a process model and a program model will significantly increase the effectiveness and efficiency of volunteers in educational programs. It is a means of providing the human resources necessary for students to have productive and rewarding educational experiences.

Recruiting Volunteers

Volunteer recruitment is a vital process that requires careful planning. A recruitment plan can be formulated to meet the total volunteer needs of a school or educational program or it can be designed for special projects occurring at certain seasons of the year. A concentrated recruitment campaign can span one month or longer. Recruitment is actually a year-round activity, but most organizations plan intensive recruitment efforts at certain times during the course of a program year. For example, one successful organization conducts special recruitment activities three times each year: September, following summer vacation; January, following the December holiday season; and in May to meet needs of summer programs. Recruitment must be on-going to meet new needs and to compensate for volunteer turnover and attrition.

For new programs it is imperative that the recruitment process concentrate on developing a corps of dedicated well-trained volunteers. These first volunteers will determine whether the program will be a success or a failure. Many professionals may be apprehensive about having volunteers working with or near them; therefore, volunteers in a new program must be able to carry out their tasks causing as few interruptions or intrusions as possible. The climate these first volunteers are able to set will lead to a wider acceptance of volunteers by other teachers or professionals in the school or agency. They are truly trailblazers and must be recruited accordingly.

Closely connected with the recruitment of volunteers are the qualifications or the requirements imposed by school districts. These are generally stated in recruitment literature and advertisements to discourage application by those who can't meet the requirements. In most programs, however, the requirements and qualifications are minimal and usually deal with health, time commitments and attitude toward volunteer service.

A brochure designed to recruit volunteers for the Kanawha County, W. Va., evening tutorial program notes that volunteers need: ability to tune in with young people; interest in sharing experiences, successes and failures; capacity to listen with understanding; and some proficiency in the chosen tutorial subject area.

Sources of Volunteers

Potential volunteers include housewives, parents, retired persons; professional, military or business and industrial personnel on off-duty or released time. Also, college and high-school students are good volunteers. Before a recruitment campaign is begun, there are several factors which must be taken into consideration.

1. Local or state laws which may place limits on the scope of volunteer service.

2. Hours or seasons in which persons are available. For example, if college students are being recruited, it is wise to remember that their service will be cyclical – heavy at the beginning of a term and falling off as time for final exams and term papers approaches.

3. Appeal of certain types of volunteer service to younger people.

4. Availability of public transportation to and from the site of volunteer activity.

The Pasadena, Calif., SERVE program states that a volunteer need not have professional training, but must have an interest in young people and a belief in their ability to learn and grow; a desire to teach and to learn; an acceptance of people of all ages, abilities, backgrounds and personalities; and a desire to help. SERVE regulations are intended to protect the volunteers. The first is a chest X-ray (required of everyone who works regularly in a school), and the second is signing in each time work is performed in order to be covered by workmen's compensation (only if the volunteer works two hours a week or more).

If the school is open evenings or weekends, persons unable to participate during the day because of their jobs may find it possible to volunteer during these times. Also, persons working a night or midnight shift may be approached to volunteer either before they go to work or on their way home from the job.

Retired persons are good potential volunteers. A person who has given twenty or more years to a job has accumulated a wealth of knowledge and certain skills that can be valuable to a volunteer program. Many retirees desire to develop and maintain relationships with members of the younger generation. Volunteering is a good way for them to develop such associations; seldom is there a "generation gap" problem.

Parents and parent coordinators of Head Start or Follow Through programs are other rich sources for volunteers. If there is a Head Start or Follow Through program in your area, the director can identify for you parents of Head Start graduates or Follow Through volunteers. Since these parents were involved in school activities, they can bring very interesting experiences to a volunteer program. Often, through their previous work, these parents or volunteers have developed good working relationships with members of the school staff and can aid in the identification of areas in which other services are needed. They can also be invaluable recruiters of other interested people from the community.

The Recruitment Process

The basic message of any recruitment campaign is two-fold. First, it must emphasize that the sponsoring agency or school system recognizes the importance of volunteer service. Second, it must not misrepresent the job to be done by volunteers. There have been unfortunate instances when potential volunteers were approached with a distorted picture of the nature of volunteering: "It won't take much of your time. Just let me add your name to our list and we won't bother you often." This type of approach does a disservice to the volunteer program, to persons needing volunteer assistance, and to the volunteer.

The responsibility for volunteer recruitment can be delegated to a recruitment or public relations committee. This committee's membership should reflect a cross-section of the community being served and from which volunteers will be drawn. The functions of this committee include:

1. Maintaining a current inventory of the need for volunteers. This inventory may be compiled from a "Request for Volunteer Service" form received from teaching staff and volunteer leaders.

2. Maintaining a file of potential volunteers, including former volunteers.
3. Developing a recruitment plan, including campaign timetables and precise recruitment techniques.
4. Providing the primary leadership and direction for implementation of the recruitment plan.
5. Identifying the sources of volunteers, including civic, professional and community organizations, social and religious groups, fraternal organizations, retired teachers and PTA members, alumni associations, local universities, colleges, high schools and independent schools, Head Start mothers, etc.
6. Identifying various community and neighborhood leaders who can assist in the recruitment.
7. Handling public relations arrangements including newspapers and radio and television stations for public service spot announcements.

In a recent recruitment campaign, New York City School Volunteers made extensive use of media. Two television channels ran one-minute taped spots during periods of peak recruitment (September-October and December-January). A staff member and a volunteer were interviewed on a day-time television show. Another channel ran 60-second film clips on a regular basis, while two channels showed a half-hour film supplied by a volunteer program. Twenty-second spots were shown on television throughout the year. To supplement this, radio spots of 20-, 40- and 60-second lengths were used on most of the city's AM and FM stations. Three of the major stations permitted volunteers and staff to tape one-minute spots to be broadcast at regular intervals, while four volunteers took part in a half-hour interview show.

Methods of Recruitment

There are three basic components to any recruitment campaign: Individual or personal recruitment, mass or public recruitment, or delegated recruitment.

Individual or Personal Recruitment

This is a direct appeal on a person-to-person basis between active volunteers or working staff and their friends or individuals specifically identified as prospective volunteers. The person involved in a volunteer program personally asks and encourages another to join in. Follow-up is important since the first approach may not evoke a firm response. A letter may be sent with written descriptive materials. Then another personal visit or phone call may help. Here, informality is the key.

Another technique that has proven successful is the "everybody-bring-a-friend" approach. A party is planned or an open-house, private tour, or other special event related to the volunteer program is scheduled. The time when volunteers receive recognition or completion-of-training certificates is a good time to use this technique. Each active volunteer is asked to bring a friend or person who is a prospective volunteer. The prospect is not necessarily "signed-up" at the event, but receives information about the program, the need for volunteer service, and an understanding ing of the goals of the program. The event should be well publicized to assure maximum participation. Follow-up on the prospective volunteers must be carried out after a short period of time.

Several other techniques can be employed when the individual approach is used. In peer recruitment, recruiters similar to prospective volunteers are used; parents recruit parents, retired persons recruit other retired persons, etc.

A prospective volunteer may also be invited to observe volunteers in action or attend a committee meeting. This observation may be just the thing to persuade a person to join the team. Or the prospective volunteer may be encouraged to serve in an apprentice role for a short period of time, performing certain services under the direction of an experienced, active, volunteer.

The individual or personal method is particularly good for new programs as it permits the recruitment of dedicated volunteers who can assure the success of the program. Volunteers recruited in this manner can be immediately incorporated within the program while their enthusiasm is still extremely high.

Mass or Public Recruitment

This approach is an excellent one for established or rapidly expanding programs as its efforts are designed to reach a large number of potential volunteers to fill numerous vacant jobs. This method should be followed up by a program of individual recruitment. Techniques for mass or public recruitment include:

1. Use of ads in local newspapers, military base newsletters, spot public service announcements on local radio and television stations and posters.

2. Organization of a Speakers' Bureau consisting of people who are representative of the population to be reached. The Bureau could include active volunteers, school staff, and persons who have received assistance from volunteers. It is important that all speakers be prepared and capable of presenting information to a variety of groups and organizations on the value and significance of volunteer service.

3. Publishing a recruitment newsletter or contributing articles on the need for educational volunteers to the school or the community newsletter. Such newsletters should reach key organizations and their leaders within the community. Follow-up would include speaking to groups which these community leaders represent.

4. Preparation of recruitment brochures or leaflets to be distributed to places frequented by many people, such as supermarkets, clinics, community centers, libraries, churches, movies, shops, clubs, etc. These can also be incorporated into business handouts or flyers and mailed. Brochures and other printed materials may be effective in arousing interest, but personal follow-up is necessary to obtain definite commitments for volunteer service.

5. Arranging for tours of the school or agency to be served as a part of "open-house" programs. Such tours are good occasions for informing people of the opportunity for volunteer service and distributing publicity material.

6. Participation in the orientation program held for all new school personnel at the start of the school year. This is a good oppor-

tunity to distribute information about the volunteer program. Follow-up with those staff members expressing interest may be carried out in a personal manner.

7. Preparation of letters to be sent to parents inviting them to participate in the volunteer program. Often a letter which a child brings home may pique a parent's curiosity about a volunteer program and encourage him to become a volunteer. Samples of letters which may be sent home are found at the end of this section.

School Volunteers for Boston (SVB) is another volunteer organization that relies heavily on public relations to recruit volunteers. Among the devices used in Boston are a weekly column in the Boston Globe, *"Opportunities for Volunteers," which highlights the most pressing needs; features in various companies' newsletters and magazines; free ads in local magazines; distribution of SVB literature through the Boston Public Library; donation of advertising space in 250 Metropolitan Boston Transit Authority cars by Metro Transit Advertising; distribution of information on volunteers to newcomers in the metropolitan Boston area by Welcome Wagon; and printed shopping bags. To reach college students, SVB sent information about its program to the alumni associations, guidance counselors, volunteer coordinators and selected departments at nearby colleges and universities.*

Delegated Recruitment

It may be possible to delegate certain recruitment activities or portions of the program to a specific agency or organization. Churches, synagogues, and fraternal, civic and social organizations within the community may be asked to announce the new program and the need for volunteers. At their meetings or services, recruitment brochures or leaflets may be distributed. A person connected with the program may make a presentation on the nature and scope of the program.

One thing cannot be overstressed! Never exclude any group or individuals from your program because they differ with your point of view. It is far better to have them openly discussing their differences than to have the plotting behind your back.

Another resource may be the local volunteer bureau, a central registry for individuals interested in volunteer service to which agencies make requests to meet their volunteer needs. The bureau tries to match the desires of volunteers with the needs of agencies. Often the volunteer bureau can identify other service organizations which can provide volunteers. It is possible to locate most volunteer bureaus through the local Health and Welfare Council, Community Chest, or Chamber of Commerce.

Volunteers in the Hartford, Conn., schools are recruited by the Voluntary Action Center of Greater Hartford, which coordinates public relations campaigns, contacts agencies and conducts interviews.

A third possibility is to have an organization assume total responsibility for a particular facet of a program. For example, if a tutoring program is being organized, a group (e.g., National Council of Negro Women) may wish to set up a library component to complement the tutoring program. In this case, the NCNW would plan its own program to dovetail with the tutoring program and would assume responsibility for recruiting the necessary volunteers to make the library component operational. Although it would be run by a different group, the library component would be considered a part of the total school volunteer program. Such delegation of program components may be planned for a single school or for an entire school system. It is important to see that all necessary arrangements with each organization agreeing to accept delegated responsibility are carefully worked out and completely understood by all parties involved.

Several volunteer programs have designed and produced bumper stickers to call attention to the need for more volunteers. In Little Rock, the sticker says, "Care a little — Little Rock Volunteers in Public Schools." In Boise, it reads, "Be somebody. Be a Boise school volunteer."

One resource for volunteer recruitment which cannot be overlooked is the effective and satisfied volunteer. The most successful recruitment campaigns are those which involve volunteers who have fully enjoyed their participation. Personal enthusiasm can be highly contagious and provide the spark to kindle interest into a willingness to try volunteer service.

Sample forms which will be useful in a recruitment campaign appear on the following pages.

Parental Recruitment Letter

Dear Parents,

Our boys and girls are our most important resources. We share a common purpose — educating children. Many children need individualized attention and you have had varied experiences which can help our children grow. YOU can help many of our children in school. We need volunteers to help the teacher in ways which will allow her to provide more personal assistance to our children.

If you are interested in serving as a volunteer, we will be delighted to hear from you. The ______________________ Volunteer Program is a project sponsored by ______________________.

We have attached a list of duties which can be carried out by volunteers. If you have a special ability or interest which has not been listed, please insert it on the bottom of the sheet.

You are invited to a brief meeting to discuss the volunteer program in more detail. Let us know if you can come!

OR You are invited to meet with the volunteer coordinator to discuss your participation as a volunteer.

DATE:

TIME:

PLACE:

Sincerely yours,

Principal

Volunteer Coordinator

In Buffalo, N.Y., the School Volunteer Program Advisory Committee launched an areawide campaign to obtain more volunteers for service in the public schools. As part of the campaign, the Buffalo Teachers Federation conducted a survey of teachers to determine needs. The teacher organization then worked with principals to set up an interview and screening committee in each school to match requests with the talents and preferences of applicants. In addition, the Buffalo Council of PTA's and school principals continued to recruit volunteers from their school community.

Community Recruitment Letter

______________________________ **NEEDS YOU!**
(name of program)

Can you spare a few hours a week to help others? If you are interested, plan to join our volunteer program.

The ______________________________ sponsored by
the ______________________________
is developing a group of volunteers to help children (adults) in our community.

Volunteers are men and women of all ages, from all walks of life, who are willing to serve on a regular basis. They are united in one common purpose – a desire to help!

We need interested volunteers to help children (adults) in and out of the classroom during school hours and after school. For further information, please contact ______
______________________________ at
______________________________ and come in to learn more about the program.

In Duval County, Fla., the superintendent of schools has appealed for volunteer help in a mailing which also includes information on the purposes of the volunteer program and where to call for additional information. Another Duval County recruitment approach was the distribution of 80,000 letters to all parents of elementary and junior high school students, urging them to participate in the volunteer program.

Sample Check List to Accompany Recruitment Letter

I would like to:
(Check all that apply)

________ Assist in the classroom.
________ Work with small groups of children.
________ Work with an individual child.
________ Work in the library.
________ Assist in safety patrols.
________ Make posters and displays.
________ Help with clerical chores.
________ Prepare instructional materials.
________ Act as interpreter for non-English-speaking children.
________ Act as a resource person in ________________.
________ Speak to classes on my specialty, which is ____________.
________ Help on the playground.
________ Other interest (please specify) ________________.

____
name address phone

Day or days I can help:
Mon. ___ Tues. ___ Wed. ___ Thurs. ___ Fri. ___
Hours I can help: At home ______ At school ______
Other ______

In a Detroit community, the school principal goes to neighborhood block clubs and churches to invite and recruit black volunteers, first involving them in the work, then suggesting any training that might lead to further work.

ORGANIZATIONAL QUESTIONNAIRE:
FOR EDUCATIONAL VOLUNTEER PROGRAMS

Inquiry date ____________ Interview date ____________

Name of organization ____________

Name of contact ____________ Telephone number ____________

Number of members willing to participate on a regular basis ____________

Primary area of interest (Check as many as applicable)

- ______ Tutoring children
- ______ Working with delinquents
- ______ Working with dropouts
- ______ Working in libraries
- ______ Other (specify)
- ______ Working with the handicapped
- ______ Working with the mentally retarded
- ______ General school assistance
- ______ After-school program
- ______ Enrichment

Is the group interested in the regular program or in developing a special program component? ____________

If interested in a special component, please explain briefly ____________

____

____

At what site(s) would this component operate? ____________

____

____

Proposed time of service ____________

- ______ Weekdays
- ______ After school
- ______ Evenings
- ______ Weekends

With what frequency?

- ______ Weekly
- ______ Bi-monthly
- ______ Monthly

Are there any specific limitations on the service this organization can give? If yes, please explain ____________

____

____

Who will be volunteer coordinator for this project? ____________

Name ____________ Phone number ____________

Address ____________

VOLUNTEER REGISTRATION FORM

Front

4" x 6"
Sample

REGISTRATION FORM

NAME ____
last first
ADDRESS ______________________ Zip ______ Phone __________
Age __________ No. of children ______ Ages ______________
Occupation ______________ Employer ______________
Address ______________________ Phone ______________
Education: Circle last year completed – Grade 5–6–7–8–9–10–11–12
Major Subjects ______________ College 1–2–3–4– Graduate ____
Special Training ______________________________________
____
Activities, Organizations ______________________________
____

Back

Special Skills, Hobbies ______________________________
____
Languages __________ Car – Yes ___ No ___ Liability Insurance – Yes ___ No ___
Volunteer Work Desired:

Children	______	Handicapped	______	In Office	______
Youth	______	Indoors	______	In facility	______
Elderly	______	Outside	______	In your home	______

Time available:
Mon. ____ Tues. ____ Wed. ____ Thurs. ____ Fri. ____
Sat. ____ Sun. ____ Mornings ____ Afternoons ____
Evenings ____

Heard about volunteer job from ______________________________
____
____
Date ______________________

VOLUNTEER REGISTRATION FORM

Mr. Ms. ______________________________
Last name first

Address ______________________________
city state zip code

Phone number ______________________________ Age __________

Person to be notified in emergency ______________________________
name

____
address phone number

Physical limitations ______________________________

Children: Number Age

____

____

Education (Circle highest grade) 5 – 6 – 7 – 8 – 9 – 10 – 11 – 12 College 1 – 2 – 3 – 4 – Graduate

Work Experience

Position ______________________________ Employer ______________________________

______________________________ ______________________________

Volunteer Experience

Kind of service ______________________________ Organization ______________________________

______________________________ ______________________________

Skills and Interests

____

____

Type of volunteer work preferred

Tutoring aide ______________________________
reading mathematics other (specify)

General school aide ______________________________ Volunteer office aide ______________________________

Enrichment aide ______________________________
(indicate area of interest)

Level of school preferred Pre-K ______ Kindergarten ______ Elementary ______ Secondary ______ Post-Secondary ______

Check days and hours you can serve:

	MON.	TUES.	WED.	THURS.	FRI.
A.M.					
P.M.					

Prefer working in neighborhood ________
Prefer working out of neighborhood ________

REFERRED BY ______________________________

Interviewing, Selecting and Assigning Volunteers

Interviewing Potential Volunteers

Any organization that hopes to succeed knows it is necessary to have competent personnel. Competence can be defined as a fitness for purpose and every job requires some degree of fitness.

Volunteer programs will be effective to the extent that volunteers are competent for their jobs. Thus, the success of volunteer service depends on fitting the right person to the right job. This is the basic objective to be met in interviewing prospective volunteers.

Some persons who have an interest in volunteer service are surprised to learn that an interview is standard procedure. However, prospective volunteers seldom resent it, providing it is managed with skill and personal consideration. The interview can serve to make the volunteer feel important to the degree that it emphasizes that a volunteer's ability to perform meaningful activities will meet specific needs of the school or agency served.

The interviewing of the volunteer is usually done by the volunteer coordinator, but this task may be shared with others. In any case, the persons interviewing should have certain skills and expertise. They should be skillful in observing and be at ease when conversing with strangers. Interviewers should also be very familiar with the philosophy and procedures of the volunteer program and have knowledge of all volunteer jobs currently available. It is extremely helpful if the interviewer has served as a volunteer and spent time observing volunteers in action. This will enable the interviewer to give clear explanations of what is expected of a volunteer and what a volunteer can expect from the program.

Although many think of interviewing as a highly technical skill practiced by a small number of professionals, many of the techniques of interviewing are practiced daily in ordinary conversation. By building on that base of common experience, it is easy to acquire proficiency in interviewing.

Interviewing is communications, with the particular purpose of gaining knowledge of prospective volunteers and determining their potential to help meet the needs of the volunteer program.

The goals of interviewing are: (1) establishing a friendly relationship, (2) securing information, (3) giving information, (4) providing potential volunteers a chance to ask questions about the program, and (5) determining where they can be used in the program. The interview should not be viewed as a selecting out process, but rather as an opportunity to assure that potential volunteers are placed in a situation where they can make the most of their time and skills and receive the greatest satisfaction for the time given.

The personal interview is an effective means of becoming acquainted with the potential volunteer, finding out individual interests and developing understanding between the volunteer and the volunteer program. In the interview, potential volunteers should have an opportunity to express likes and dislikes, explain specialized skills or experiences and outline time available for volunteering.

Group interviewing is another effective means of developing goodwill and understanding between potential volunteers and the program. While the opportunities to become personally acquainted and learn of individual interests are diminished, there are certain advantages. Persons with urgently needed skills can be encouraged to participate through a group interview. The fact that individuals familiar with the program can expand community awareness may result in others joining the program. It may be necessary to follow up the group with personal interviews for the more interested people. Group interviewing has special application when clubs or organizations assume responsibility for a special component of a volunteer program.

Effective interviewing develops feelings of mutual confidence between the interviewer and the potential volunteer. As with other skills, practice helps the interviewer become more successful at creating these feelings. Specific techniques that can assist are:

1. Put the potential volunteer at ease with a warm greeting. Perform an overt act such as offering a chair or taking a coat. Start the conversation with a general remark about a general topic. Con-

tinue pleasant conversation until the volunteer is relaxed. Remember, conversation must always be volunteer-centered.

2. Begin the interview by asking the volunteer to explain what motivated his or her interest in the program.

3. An important interview technique is the art of questioning. Questions are asked for two purposes: To obtain needed information and to direct the conversation into particular channels. Open-ended questions are better than "yes" or "no" ones. It is very important that the interviewer be a good listener. By asking brief and relevant questions, it is possible to find out whether or not the volunteer understands the essential points which have been made.

4. Weave an interpretation of the program into the conversation. This is the art of giving information. The interviewer must look interested and present the information in an interesting manner. The amount of information given will depend upon the volunteer. One with special skills or previous volunteer experience can be given in-depth information. An applicant with few skills or no previous experience may be overwhelmed by too much information.

5. Be certain to obtain information specifically related to potential assignments. This might include physical limitations, availability of a car, or definite time constraints.

6. Descriptions of possible assignments can encourage the volunteer to talk about previous volunteer or work experiences. In this manner, conversation can be directed toward educational and life experiences, including personal attitudes. Specific assignments are discussed in relation to the volunteer's experiences, interests, abilities and attitudes.

7. Don't permit an interview to drag on. It should be just long enough to become acquainted, to find out about the volunteer's interest and motivations, to provide information about the program, to answer questions, and to discuss potential assignment. Normally, an interview may last up to a half hour.

8. Where possible end the interview with a specific assignment. Be certain, however, that the volunteer has a clear understanding of where and when to serve and what next steps must be taken, such as X-rays, orientation, etc.

9. When the volunteer cannot be placed, be honest and explain that there is no assignment consistent with the volunteer's qualifications. Subterfuges, such as waiting list or future interviews annoy and disappoint and can make the potential volunteer antagonistic toward the program. Another technique to use in such instances is that of referral to other volunteer programs. Such referral should provide the name and address of a specific person, but should not be made unless the interviewer believes the volunteer will qualify for the other agency's program.

A sample form of an interviewer's report appears on page 66.

Selecting Those to Serve

The selection of volunteers should be guided by the goals of the program. These goals, in turn, should serve to reinforce the philosophy and objectives of the school or agency.

Therefore, the primary selection consideration is the capacity of volunteers to extend services to the student, schools, or agencies. A secondary consideration is the satisfaction and enrichment volunteers experience through their service.

Individual qualities to be considered during the selection process include:

1. A basic acceptance of differences in people, values, standards, goals, and ambitions coupled with respect for individual integrity.
2. Warmth and friendliness in relating to people.
3. Respect for the principle of confidentiality.
4. Commitment to the concept of volunteer work.
5. Possession of knowledge, skills, experience, hobbies, and

INTERVIEWER'S REPORT

Specialized areas of interest:

Type of volunteer opportunity desired:

Tentative assignment:
School:
Days:
Hours:

Orientation assignment:

Orientation Completed: **Date:**

Interviewer:

interests that lead to a constructive contribution to the volunteer program.

6. Recognition of abilities and resources possessed by others and willingness to accept these talents.

7. Mental alertness, readiness to learn, sense of humor, and the ability to grasp new ideas and accept work evaluation by authorized supervisors.

8. Sufficient sense of organizational procedures to be able to accept discipline and work happily within a structure.

9. Maturity of outlook and sense of personal security enabling one to function without continued praise from others.

10. Ability to neither impose personal values on others nor judge others by personal standards.

Each volunteer should be selected according to the job to be done, the qualifications required for effective job performance, and the attitudes verbally expressed and indirectly revealed. Experience indicates that volunteers who are carefully selected demonstrate a pattern of more regular service over a longer period of time. Yet, with a careful and a sensitive assignment policy, most programs find spots for all desiring to serve, regardless of the uniqueness of an individual request.

Assigning the New Volunteer

The careful assignment of volunteers can be one of the most significant procedures in the operation of the volunteer program. By assigning responsibilities which correspond with their talents, interests, and potential capabilities, volunteers can be given opportunities to contribute to the enrichment of the school or agency program, and simultaneously experience personal satisfaction.

It is important that the volunteer understand the nature of a proposed assignment completely. For this purpose, written volunteer job descriptions are a big help. Clear consensus on job expectations from the beginning can reduce the likelihood of later disappointment and dissatisfaction. The need for consensus on what the job entails is paramount if the new volunteer is to remain with the program any length of time. Failure to define adequately the role to be assumed by a volunteer is a major reason for persons dropping out of volunteer programs. As most volunteers are ready-to work immediately, assignment should be made as soon as possible with the volunteer's experience, skills and interests clearly in mind. A volunteer job description appears on the next page.

As the actual assignment of a volunteer usually occurs sometime after the initial interview, the volunteer should be called and given the details of the assignment. This telephone call should be followed by a letter telling where and when to report. The letter should also give explicit directions on how to reach the school or agency where he or she will be working. This would include directions to appropriate public transpor-

Volunteer Job Description

Type of work:
Purpose of job and objective:
Duties and responsibilities:

Place of work:
Contact person:
Address:
Phone number:

Minimum duration of job:

Volunteer qualifications needed: (education, training, experience, age, mobility, etc. when applicable)

Orientation and training needed:

Other necessary information:

Front
4" x 6"
(Sample)

Back

tation. The volunteer should also be told what office to report to and whom to see. While these are simple things, they can make a volunteer feel at ease when beginning the assignment.

There are four other assignment techniques which serve to strengthen a program:

1. As soon as possible, notify the volunteer coordinator at the school to which the volunteer has been assigned. Specify the day and hour the volunteer will be reporting so that the coordinator will be prepared.

2. At the same time, school personnel should be told of the volunteer's arrival and the job to be performed.

3. New volunteers can be assigned in teams of two. Thus, a feeling of comfort and security is derived from entering a new situation with someone else who is also beginning the same new experience.

4. In any program there are some unattractive jobs (such as filling out attendance sheets and filing) which must be performed. Rather than assigning them to one volunteer, let all at one location share them on a rotating basis.

If a suitable assignment cannot be made immediately because of non-matching time, transportation difficulties, etc., the volunteer should be told the reason and be encouraged to participate in orientation meetings and other general activities. In this way, the interest of the volunteer is sustained and some of the essential training can be completed prior to actual volunteer service. It is much better to involve a volunteer in training rather than delay any participation until a specific job assignment can be made.

Volunteer Orientation and Training

When designing a training program, an administrator or a coordinator should set three basic objectives:

1. To orient volunteers and to train them for the jobs they are expected to accomplish.

2. To orient staff members to the program and to show them how to use volunteers effectively.

3. To provide on-the-job training and assistance for volunteers and professionals to meet needs and solve problems which arise as volunteers work.

While this chapter is concerned with volunteer training, the objectives of a total training program for all involved — volunteer, professional, and administrator -- must be considered through all planning.

A prime ingredient for a successful volunteer program is a well-informed and competent volunteer. Such a volunteer will be knowledgeable of the objectives of the program; will thoroughly understand what the role is to be and will be equipped with the skills necessary to make the assignment a pleasant and personally rewarding one. One way to achieve such competence is through a sound training program. Another benefit of training activities is that they are a means of involving volunteers in the program quickly, thereby maintaining their interest and developing their skills before they receive a specific job assignment. Through training, volunteers may discover they are more interested in another type of assignment than the one for which they originally signed up.

Everyone has a need for knowledge, growth and new experiences; every person wants to learn new things. Those who volunteer often have an especially strong motivation to learn. They want to learn how to help others and how to help effectively. This eagerness will make the job of the trainer a rewarding one. Each person will bring special skills and knowledge which can be shared with the group. In turn, that person will want others to share their special abilities. But a good training program will not only equip volunteers with new skills and techniques, it will also give them an opportunity to learn about themselves and to become more aware of how others see them. At the same time, it allows for a heightened awareness and sensitivity to others. This auxiliary learning will occur while the group is learning new skills, working with each other and learning about volunteer programs.

Volunteers gain new knowledge from the training situation. During training, each should be able to learn by looking at the group and at oneself. One of the objectives of training is to help the volunteer incorporate a new knowledge of skills and techniques into a new awareness of self and others as he or she prepares for the volunteer assignment.

Training may also make new experiences possible for the volunteers. From the training situation, the volunteer may gain new friends, new interests, a feeling of belonging to an organization which extends beyond the boundaries of a neighborhood and new contacts with a variety of people. Most importantly, each person will have a chance to do things with others — perhaps things never before attempted.

One may well ask, how can all these objectives, both program-oriented and personal, be met through training activities? It is important to remember that while some of these objectives must be planned for, others occur simply through group interaction.

All training activities should be conceived of as a total program, including the following components.

1. Orientation to the volunteer program
2. Pre-service training for the job to be accomplished
3. Orientation to the specific job site
4. On-going in-service training on the job

In planning training activities, it is necessary to make a distinction between orientation and training. Orientation acquaints the volunteer with the policies, procedures and goals of the program and sponsoring agency or organization. Training should develop concrete skills to accomplish specific tasks. Orientation should be an introduction to volunteering and to the school system or the agency the volunteer will be serving. It should also give the volunteer an understanding of what the role will be. The training that follows orientation is more specific and operational. It should be so structured that the volunteer knows immediately why materials are presented and how they will be used on the job.

Orientation

Orientation sessions should give the volunteer an overview of the total program, as well as general information on the group or individuals with which he or she will be working. Orientation should take no more than two sessions of two hours each. Preferably, it will be done in one session so that volunteer interest will not wane before specific job assignments are made

Meaningful orientation activities would include:

1. Objectives and aims, policies and procedures of the program.
2. Brief survey of the development and operation of the school system, agency or organization the volunteer will be serving, including its problems and needs.
3. General characteristics of the group or individuals the volunteer will be assisting.
4. The role of the volunteer in the school or the agency setting.

These sessions may be conducted by the volunteer coordinator with the assistance of school or agency personnel and experienced volunteers.

While there are many ways in which orientation may be arranged, the following format has been used with success in many educational volunteer programs. The session will take from three to three and one-half hours and is usually scheduled for the morning since most volunteers are free at that time. However, orientation sessions should also be scheduled for the afternoon or early evening to accommodate volunteers who cannot attend a morning meeting. This will be especially true for after-school or evening tutorial programs.

Although orientation sessions have been held for as many as 50 and as few as five people, the ideal group is composed of 20 to 30 persons, allowing for more group interaction, yet not freezing shy people into silence. Therefore, orientation sessions should be scheduled several times a year. Usually there is little need to have orientation after Easter since most people interested in volunteering will then wait until the fall rather than begin so late in the school year.

Sometimes the problem arises as to what to do with a volunteer who comes in just after orientation. Do you make an assignment or do you make the volunteer wait until the next orientation. *Do not make them wait!* By all means contact an understanding principal or school coordinator and assign the volunteer there until the next orientation. There are many means to an end and a good volunteer should not be turned aside because he or she had the misfortune to come in the day after orientation.

Sample Orientation Program

8:30 - 9:00 a.m.	Registration of new volunteers and coffee hour
9:00 - 9:15 a.m.	Welcome – Presiding Officer The presiding officer may be an experienced volunteer, a member of the steering or advisory committee, or a person closely associated with the volunteer program. Preferably, it will not be the coordinator or administrator of the program because that individual is responsible for a large segment of the orientation activities.
9:15 - 9:45 a.m.	"The School (Agency) Today" – Member of the school system or agency staff This presentation should give an overall concept of what the

school or agency is attempting to achieve through its curriculum or program. It may include an overall description of how the school system or agency operates, what its problems and needs are and what the volunteer has done or can do to meet some of these needs to support the total school or agency program. As a general introduction to volunteer service in the schools, a film (such as "The Art of Human Giving," prepared by the Des Moines Area Community College) may be used in this portion of the orientation.

9:45 - 10:45 a.m.

"The Volunteer and the School (Agency)" – Volunteer coordinator or staff member
This presentation should interweave

- a description of the volunteer program and how volunteer service is used to support the program of the schools or agency
- the goals and objectives, policies and procedures of the volunteer program, and
- areas in which volunteer assistance is needed and the skills required for each job.

If available, slides, a slide-cassette presentation or a film showing volunteers filling a variety of roles should be used.

The coordinator may also wish to include facts and figures on the amount of service given to the school system or the agency by the volunteer program.

Volunteers should also be given materials containing the policies and procedures of the program and outlining possible job assignments and the skill requirements for each. Often this material is incorporated into "A Handbook for Volunteers."

10:45 - 11:00 a.m.

Coffee Break
This will allow for an interchange among volunteers and the speakers.

11:00 - 11:45 a.m.

"Roles – The Volunteer and the Professional" – Panel composed of school or agency staff and experienced volunteers.
This panel, composed of no more than three or four persons, should explore what professionals expect of volunteers. Indi-

vidual presentations should run no more than three to five minutes to allow ample time for questions from the audience.

11:45 - noon "Volunteer Assignments" — Volunteer coordinator
There is discussion with volunteers, answering questions which have arisen during orientation. Following this, volunteers receive their assignments. Those who have indicated areas of interest requiring additional training are notified of the training schedule. Those to serve as general assistants are notified when and where to report.

A recent orientation session for Oklahoma City's school volunteers featured a statement on the school system's philosophy; a review of "new" approaches to learning; and a panel discussion of the roles of the principal, teacher and volunteer. The morning program also included a rundown on such procedures as assignment, training and recordkeeping.

The Canton, Ohio, City Schools use either a large-group orientation session or personal interviews to review with the volunteer the basic philosophy of the Canton School Volunteer Corps, various volunteer needs and the role of the volunteer in the school program. Emphasis is placed on the volunteer's commitment to the school, student, program and community.

Pre-Service Training

Following orientation, all volunteers not working as general school or classroom assistants should receive pre-service training. Such sessions are necessary for those areas of volunteer service which demand special skills such as:

1. One-to-one or small group tutoring in areas such as reading, math, science, etc.
2. Conversational English for non-English-speaking children.
3. Pre-kindergarten programs.
4. School library assistance.
5. After-school tutorial or recreational programs.

6. Adult education programs.

7. Media and audio-visual equipment maintenance.

8. Other special areas defined by the needs and objectives of the program.

   In addition, volunteers will need specialized training if they are are to use programmed materials such as Distar Reading or the Houghton-Mifflin math series, etc.

   In New York City, orientation is part of the pre-service training courses conducted monthly for new volunteers at the program's central office. Courses also are held locally from time to time when volunteers cannot travel conveniently to the central office. Instructors are professional staff members and experienced volunteers. One of the pre-service course offerings is reading; a second trains volunteers in English-as-a-second-language program. Each consists of five sessions, two and one-half hours in length. The first session is a general orientation to the schools and the volunteer program; in the next four, volunteers work on techniques.

Elements of Training

While the specifics of any training activities must be worked out to meet the needs of each volunteer program, there are several elements which will be common to any pre-service training program:

1. Overview of the area for which training is given
   Volunteers need to be given some background on the area in which they will be working. For example, if a volunteer will be assisting a teacher using the Sullivan reading program, Project Read, he or she should be acquainted with the philosophy underlying the program and the objectives it seeks to attain. Given this basic information, the additional methods and materials the volunteer receives have perspective and greater meaning.

2. Principles of human growth and development for the age group with which the volunteer will be working — "how people learn"

To achieve the greatest degree of effectiveness, volunteers should be given a general outline of how people learn and what factors can be used to stimulate learning. For instance, motivating an adult to learn basic reading skills is different from motivating a junior high-school student. Working with a sixth-grader on mathematical concepts requires an approach different from the one used with a second-grader because the difference in age implies not only a difference in the materials used but also a difference in the way the pupil absorbs the materials. An understanding of maturational differences will enable the volunteer to adjust the material to meet the tutee's needs and can eliminate part of the time-consuming, trial-and-error approach.

3. General characteristics of the group or individuals the volunteer will be assisting
All people are different, but certain differences can be characterized. As an example, younger children usually have shorter attention spans than older children and, therefore, need shorter units of work and a wider variety of activities to teach a concept. Children who have difficulty reading may tend to be non-verbal and need to handle objects rather than just talk about them in order to conceptualize. Making the volunteer aware of certain learning characteristics of the group with which he or she will be working gives additional skill in how to cue in on a probelm and help remedy it.

4. Definite objectives to be met through volunteer assistance
In addition to having a perspective on the area in which they will be working and the people they will be assisting, volunteers should have a clear-cut understanding of what they are seeking to accomplish — what their goals are. The setting of objectives is beneficial to the volunteer because it suggests an end which should be reached within a given time. To illustrate this point, volunteers who are working with children for whom English is a second language know that the goal is to equip that child with enough English to participate fully in the classroom. Therefore, time will be spent building an English vocabulary and teaching basic structural patterns. They will not concentrate on the finer points of grammar, but will leave this for later instruction once the child can communi-

cate with some facility in English. In this case a clear-cut goal has determined how the volunteer will approach the tutoring situation and how to proceed.

5. Specific activities to be carried out to meet the objectives
   Many aspects of training serve to give the volunteer a sense of security and confidence when the assignment begins. One of the simplest is to present activities which the volunteer can adapt and modify to meet the special needs of the pupils to be assisted. Reading aides should try out, for example, activities they can use with students having difficulty with consonant blends, or blending word parts or understanding what they read. These activities give the volunteer a starting point from which to build. Often a volunteer handbook or guidebook prepared by the program will contain specific activities for volunteers to carry out as well as suggest ways in which other activities can be developed.

6. Materials, games and ideas for volunteers to use
   Hand-in-hand with specific learning activities go other materials and games which can make learning fun. Volunteers are usually very resourceful people and, given a few basic materials, can create what they need to meet a given situation. Therefore, basic instruction in making charts, graphs, pictures, puzzles, etc. and operating different kinds of equipment such as tape recorders, projectors, etc. will lead to imaginative uses of this equipment and materials by volunteers.

7. Definition of the volunteer's role in relation to professional staff
   Equipped with aspects of the knowledge and skills outlined above, a volunteer must know what the professional (teacher or other staff member) expects. His or her goals and, to some extent, the goals of the program are tempered by professional expectations. Once a volunteer knows what the role is to be, he or she then has a framework within which to work. A definition of the volunteer's role should be in specific rather than general terms. It is not enough to say that a volunteer will provide supportive services to teachers and handle various clerical tasks. The duties of the volunteer should be specified, i.e., check attendance, fill out health forms, prepare seat work,

etc. Clarifying the role which the volunteer will assume marks the beginning of a comfortable working atmosphere in which both the professional and volunteer know their duties and can act as a team to carry them out.

8. Definition of the staff member's role in relation to the volunteer
   Just as the role of the volunteer must be defined, so must be the role of the professional staff member as it relates to the volunteer. Within a school situation, not only the teacher with whom the volunteer will be working, but also the principal and other staff members should clearly understand how they support volunteer service. Through role definition, the professional will know what supportive services a volunteer can provide and how to utilize these services to best advantage.

   For example, one program specifically outlines professional responsibilities for volunteer service. One area in which volunteers are used is the developmental classroom, a program for first-grade children unable to perform at the level necessary to learn basic academic skills. Teachers know that they are expected to explain the program to the volunteer. They review the use of materials and equipment within the classroom which volunteers will be using to develop spatial relationships, motor skills, language development, social skills, etc. They are also encouraged to include the volunteer in planning class activities. Thus, the volunteer and teacher are able to work as a team with each having a clear understanding of what his or her role in the partnership is to be.

Developing the Training Program

In developing the training program, the following suggestions can prove useful:

1. Keep the training practical and specific because volunteers don't want to hear much professional and educational jargon and gobbledygook. Remember this is a training session, not a six-credit college course! Keep lecturing to a minimum.

2. Use a variety of techniques: role-playing, buzz sessions, reports, etc.

3. Involve local specialists who can give solid, substantial training. If funds will allow for consultants, don't overlook outside persons who may have a new approach.
4. Prepare good visual aids and written materials for use in training.
5. Use experienced volunteers to help train new volunteers.
6. If possible, have a comprehensive training manual to give to volunteers.
7. Teach in small groups so there can be stimulating discussion.
8. Plan a second training meeting after volunteers have been working a month or two. It's hard to grasp everything the first time you hear it or before you've really worked on the job.
9. Get expressions from volunteers of what *they* need and want in the training. Gear the training to these suggestions. Have the volunteers evaluate what they are getting. Complete evaluation of training is a must! Use those who have been trained and those to receive training to determine what works, what additional elements are needed, etc.

Techniques of Training

There are many ways of training volunteers or professionals. Often many programs will use the lecture approach because it is one of the easiest methods, from the trainer's view, of passing along information to an audience. However, it is not always the most successful because it requires little audience participation and response. Unfortunately many audiences — and volunteers are no exception — have the tendency to "tune out" when deluged by a flood of words. This does not mean that a training program should never include lectures; certain topics may best be presented in a lecture. This is only to suggest some alternative training techniques which may also be used.

1. Role-playing

Role-playing is an accepted way for participants and audience to learn a variety of skills and to gain insights about human behavior. Those being trained often enjoy and learn quickly from role-playing. It is a direct learning experience in which the learner lives through the situation being acted out. Role-playing also involves many group members and develops, before the audience, data about human behavior and human relations. It provides a common experience for group discussion and helps people gain insight into their own feelings and the feelings of others. Through role-playing many feelings, attitudes, and behaviors can be demonstrated before a group, and information can be presented.

Role-playing also gives group members a chance to try new behaviors and skills in a laboratory setting. Here, they can make mistakes which would be unfortunate if made in a real-life situation. Role-playing will also enable your trainees to try out new behavior in front of their peers rather than in front of the people with whom they may be working.

When doing role-playing with your training group, keep these steps in mind:

a. Have a director responsible for all the procedural aspects of role-playing, thus getting the total group involved.
b. Determine and define a problem to be role-played.
c. Establish a situation.
d. Select and cast role-players.
e. First brief and then warm up players.
f. Act out the situation. It is important to cut the role-playing when the essentials have been played.
g. Discuss the situation, with role-players and audience analyzing the "play" to see what has been learned or revealed. The situation can be re-played if this seems worthwhile.
h. Plan for the use of insights gained or new skills learned.

When initiating role-playing with your group, it is also important to use a simple, non-threatening situation which can be understood easily by the group. Be careful with the selection of role-players because people must feel reasonably comfortable about playing a role. Situations which would invoke personal exposure should be avoided. Make sure the players and the audience are convinced that the actors are portraying roles and should be observed only in terms of the role being portrayed. It is a good idea to give the role-players a name other than their own to reinforce the role idea.

It is best to use role-playing only if the problem in question is one involving problems in human social relations and their solutions. Conduct role-playing without too much planning or preparation. The value of role-playing lies in the spontaneity of the players' reactions.

Look for more information on role-playing in Chapter 9, "Using Students as Volunteers."

2. Video- or audio-tape vignettes and case materials
   The taped vignette is a helpful teaching device through which a group can see or listen to a situation on tape and then discuss it. If there are particular situations which you want presented to a group, you can even have the volunteers produce their own. The trainees can be given a case, that is, a summary of a problem or situation, imaginary or real, presented in such a way that it will provoke discussion and possible solutions to the problem.

   When using either of these techniques the trainer must be sure that the audio-visual equipment needed is available and is in working order. It is also imperative that a competent operator of the equipment is present. An entire training session can be ruined when the movie projector has no bulb or no one knows how to operate the tape recorder.

3. Buzz groups
   The "buzz group" is a device for getting many persons in a large group involved. Two or three people "buzz" with one another for a short period on a specific question. Other subgroups include cluster discussions and "discussion 6-6," in which six persons meet for six minutes to discuss a particular question. After discussing the problem in the subgroup, feedback is then given the group as a whole.

Use subgroups. In working with those in your training group, remember that a good way to involve each one of them in discussion, in thinking and in problem-solving, is simply to divide the group into small subgroups to tackle a question or a problem. This increases participation by creating a situation in which each member of the group feels more responsibility to participate and more comfortable in doing so in front of a similar group. Each member of a subgroup is more apt to speak up and say what is on his or her mind.

4. Workshops
   A workshop is commonly a gathering of people for the purposes of receiving information, exchanging experiences, training, and directly participating in activities related to problem-solving or skill development. Workshops may use specific teaching skills for demonstrating the use of particular materials or equipment.

5. Movie forum
   The movie forum is a program which includes a motion picture, then a speaker, followed by a discussion led by a skillful leader. The leader might supply the group with an outline of questions which would guide their thoughts while viewing the movie.

6. Panel discussion
   The panel discussion is an informal conversation between several persons in front of an audience. This provides an easy transition from panel to audience discussion, but requires a skillful moderator.

7. Brainstorming
   Brainstorming is a kind of informal "group think" session. It usually works best when the question to be discussed is simple, when judicial judgment is ruled out, when free-wheeling is welcomed, when all ideas are accepted, and when a combination and improvement of ideas are sought. The value of this method is that everyone can participate (groups range in size) and judgment is ruled out. Also, out of many ideas, a number of usable ones usually emerge. Participation is at a high point; everyone's ideas count.

8. Lecture alternatives

   The lecture-forum is a formal lecture followed by a period for discussion and questions by the audience. The plus factor of this method is that facts and information are supplied. The negative factors include the difficulty of heavy dependence on one person and only brief questioning — no real audience participation.

   The lecture-discussion group is a device where both the speakers and the participants interact. After the content has been presented, the audience asks questions, makes comments, and enlarges on points made.

On-the-Job Orientation

Before beginning their assignments, volunteers should have an on-site orientation informing them of specific policies and procedures of the school or site where they will be working. While these policies are important for any agency, they are even more crucial if the volunteer is assisting in a school situation. Such orientation may be handled by the school principal or chief administrator of the site or his designee. It may also be conducted by the site volunteer coordinator. Regardless of who conducts the on-site orientation, it should have three major parts and take no more than one session.

1. Getting acquainted with the work situation should include an introduction to the administration and staff, as well as a few facts about the immediate community, the agency or school they serve. At this time a tour of the plant can be given noting exits, fire drill route, lavatories, supply and bookrooms and eating, smoking and parking facilities. A brief observation of classes can also be given.

2. The volunteer coordinator or staff person should inform the volunteer of administrative responsibilities which include filling out the time sheet, reporting absences, using equipment, etc.

3. It is important that the volunteers be informed of all pertinent policies and procedures. This should include scheduling, discipline of students, releasing children to adults, use of telephone, homework and notes to be sent home, use of school or agency keys, use of custodial services, etc. If possible, the

volunteer should be given a copy of the handbook listing all procedures to use while serving in the school.

Once the volunteer is assigned to the person with whom he or she will be working, on-the-job training is under way. For classroom situations the teacher should discuss with the newly assigned volunteer:

1. The educational level of the class.
2. Special problems within the class.
3. Class routines and procedures.
4. The specific job the volunteer will do.

Additionally, the volunteer and teacher should draw up plans for periodic meetings to discuss the volunteer's activity in the classroom as it relates to the students with whom they work. Before the volunteer begins each should have an opportunity to observe at least one class session to get the feel of the situation he or she will be entering.

Volunteers assigned to general duties in the school office, health room, playground, lunchroom, etc., should be briefed by the person in charge of that area or by the volunteer coordinator.

Continuing Training

Provision should be made for in-service volunteer training during the year. This will give volunteers an opportunity to discuss problems which have arisen while tutoring and to learn new techniques to meet these needs. Other training may be scheduled to instruct volunteers in the preparation of educational aids and in the operation of various machines and audio-visual equipment.

If desired by both, special training sessions to handle a problem or situation may be planned and executed jointly by volunteers and school or agency staff. Volunteers should assume responsibility for preparing and presenting non-professional materials while staff members handle all professional aspects.

Volunteers should have other opportunities to broaden their scope. They may be encouraged to meet as a group at least once a month to strengthen their morale, improve the quality of service, and foster an esprit de corps that is vital for an integrated program. Opportunities to hear outside experts in fields related to the volunteers' work can be a source of inspiration, motivation and knowledge.

Volunteers should be encouraged to engage in a variety of activities directed toward increasing their own competence. Some suggested activities are:

1. Attending school faculty or agency meetings by invitation.
2. Attending workshops in specific subject areas.
3. Attending relevant conferences.
4. Observing skilled teachers of volunteers.
5. Reading pertinent books or periodicals.
6. Reading curriculum guides or agency operational policy.
7. Consulting informally with staff members or other volunteers.

To improve the quality of the program, volunteers should be encouraged to develop ideas for better volunteer service and relay them to the volunteer coordinator for follow-up. Another aspect of volunteer service should be participation in a community or civic organization which has improvement of the schools or service agencies as one of its primary objectives. As the ultimate consumer of the educational process, parents, in the long run, can bring about more meaningful changes than "community" organizations can. Thus, volunteer service can turn into citizen power in action.

At the state level, the Florida State Department of Education obtained Federal EPDA funds (Part B and D) to develop and sponsor a training program for school districts interested in implementing or improving volunteer programs. Through regional training workshops, the state department familiarized persons responsible for programs with various approaches used in volunteer activities. Training materials were designed to assist coordinators in identifying roles, problems, responsibilities and techniques for carrying out an effective volunteer program to meet local needs. The training module developed for the project was tested in the Des Moines area schools in co-operation with Project MOTIVATE of the Des Moines Area Community College.

Orientation and Training for Professional Personnel

To realize the full potential of the services they give, it is vital that volunteers be welcomed and accepted by the professional staff of the school or agency where they will be working. Volunteers should be made to feel that they are a part of a team — a team whose major objective is to provide a quality education for children and others.

In many instances, volunteers, well-trained for their assignment, find that the professional with whom they are to work cannot fully use the volunteers' talents. In the majority of cases, professionals do not fully utilize the volunteers' abilities because they are unsure of what volunteers can do or because they are reluctant to relinquish a portion of their duties, even the non-professional ones, to another. Therefore, such an attitude of uncertainty limits what volunteers can hope to accomplish even before their assignments begin. Reports from established educational volunteer programs indicate that when professional staff members have a full understanding of the role of volunteers, they accept them readily. Thus, when one teacher uses volunteer assistance satisfactorily and shares this knowledge with other teachers, they, too, become willing to have volunteers in their classroom.

Actually, staff orientation begins when teachers request volunteer assistance. Teachers should:

1. Know why they want volunteers and what they expect volunteers to do.
2. Be clear on their feelings about other adults in the classroom.
3. Have a clear understanding of what volunteers can and cannot do.
4. Be able to communicate with volunteers.

While the world-of-mouth approach is one way to in[illegible] professionals of the value of volunteer service, a deve[illegible] program must have a method to inform larger numbers of professionals of volunteer benefits. Such orientation activities for professionals, coupled with on-going assistance as they work with volunteers, is one way to accomplish the desired effect.

There is ready recognition of the need to train volunteers, but often little is done to "train" staff members to understand, accept, and assist volunteers. Many of the negative or questioning attitudes and concerns of the educational staff can be modified by advanced planning and thoughtful orientation which directly involves them. Also the frequent turnover in the school staff (especially in low-income areas) indicates a need for continuous orientation to the benefits of volunteer service. It is important that such orientation should involve all the staff members, both professional and non-professional, administrative, teaching and clerical. Such an orientation program might be given during "released time" periods.

Components of a Program

An orientation for staff should have as its prime purpose an explanation of the roles volunteers can fill and what part must be played by staff members to allow for maximum benefit from volunteers. Five sub-goals grow out of this objective:

1. To acquaint the staff of the school or agency with the goals and structure of the volunteer program.

2. To define areas of curriculum or program activities which can be carried out by volunteers under professional supervision, by describing skills and techniques volunteers will have in a given area and by demonstrating materials volunteers can use.

3. To equip staff members with techniques for fostering sound interpersonal relationships with volunteers.

4. To interest staff members in in-service training and assistance as they work with volunteers.

5. To explain the need for effective evaluation leading to the improvement of the volunteer program.

Planning for Orientation

When planning the orientation session, involve all persons necessary to make the program successful -- administrators, teachers and volunteers. Involving them in the planning will bring into the picture different perspectives on the role of the volunteers and should suggest additional topics which need to be brought to the attention of all staff members.

Allocate adequate time for staff orientation. Ample time should be allowed for full and open discussion, particularly if this is the first time volunteers are to be used at a site. The fuller the understanding of the program is, the greater the chance for success. Finding sufficient time may be difficult; perhaps the time allotted for staff development can be used for orientation. Orientation should take no more than one half-day meeting at the most. Regardless of time, plan to keep the atmosphere relaxed and informal, but well organized. A pot of hot coffee is also a good idea.

In acquainting staff members with the goals and structure of the program, the procedure used should be similar to that used with new volunteers. As a general introduction to volunteerism and as a demonstration of the various assignments often given to volunteers, audio-visual presentations should be considered. Since one goal of staff orientation is to develop the concept of the team approach, volunteer-staff pairs who have worked together with success should be used. They can be effective in stressing the need for meaningful interpersonal relationships. Staff members already skilled in the utilization of volunteers may be used to define the role of the professional in relation to the volunteer.

Many, if not all, of the training techniques outlined in volunteer training can be used in orienting the staff. Combining several of the techniques lends variety in the orientation session and will help keep interest high.

There are many formats which may be used for the orientation of the staff. A session for the staff at a specific site is only one suggestion. Another alternative would be to have a session including some new and some experienced volunteers who serve in a school or related agency. Whatever the format used, the emphasis should be placed upon helping the staff understand the values to be derived from volunteer participation, how volunteers can extend the service capability of the school or agency and the vast range of competencies.

The desired result of the orientation session is to obtain staff co-operation in the implementation of the volunteer program. In the final analysis, the success of volunteers in the educational setting depends upon the degree of positive readiness of the staff to work with volunteers, and vice versa.

An alternative format for staff orientation is a joint volunteer-staff orientation. Benefits other than common understanding of goals and practices can be realized through this type of joint activity. It can, for example, lead to healthier volunteer-staff relationships. Joint sessions can also reduce the time and energy expended on orientation programs. This format will also enable the volunteer to become acquainted with the staff member with whom he or she will be working.

Regardless of what format is used, a successful orientation for staff will make them feel comfortable with volunteer assistance and increase their interest and desire to use volunteers.

The Volunteer Handbook *prepared by School Volunteers for Boston reviews the types of services performed by volunteers, as well as discusses the role of the volunteer, the teachers and the volunteer chairman. The book suggests to teachers that when their volunteer arrives, they do the following:*

- *Tell the volunteer why his services were requested.*
- *Allow time for conferences, initially and periodically.*
- *Acquaint the volunteer with the entire classroom setting.*
- *Inform the volunteer about children's needs for individual attention.*
- *Discuss with the volunteer the goals for the child.*
- *Share material being used.*
- *Work as a team — teacher and volunteer — in helping the child to achieve.*

Using Students as Volunteers

When planning for a new volunteer program or expanding one already in operation, the use of students as volunteers should not be overlooked. They often can bring to a program a spark of enthusiasm and empathy which older volunteers have lost. Because of the relative closeness in age between them and the children they assist, they are frequently able to view the child in a manner different from adults and may be able to establish a stronger rapport with younger children. The child being tutored is also less likely to see them in a parent or teacher role; rather, he or she is more prone to view them as an older brother, sister or friend.

Benefits from using older students to assist younger ones accrue to both the tutee and the tutor. Results from several programs of cross-age tutoring demonstrate that while both tutee and tutor gain skills, often the gain made by the tutor is greater. Such tutoring activity has led to enlarged vocational aspirations, greater empathy for the classroom teacher and growth of self-pride as a result of a tutor's work as an "instructor." In addition, such a tutoring experience can be relevant to the tutor's later functioning as a parent and employee.

Among other jobs which student volunteers can perform are assisting in remedial reading, foreign languages, science, art and physical education; providing noon and after-school recreational activities and reading stories to younger students.

Other tasks include sports coaching, assisting on field trips, working in the school office, and helping handicapped students.

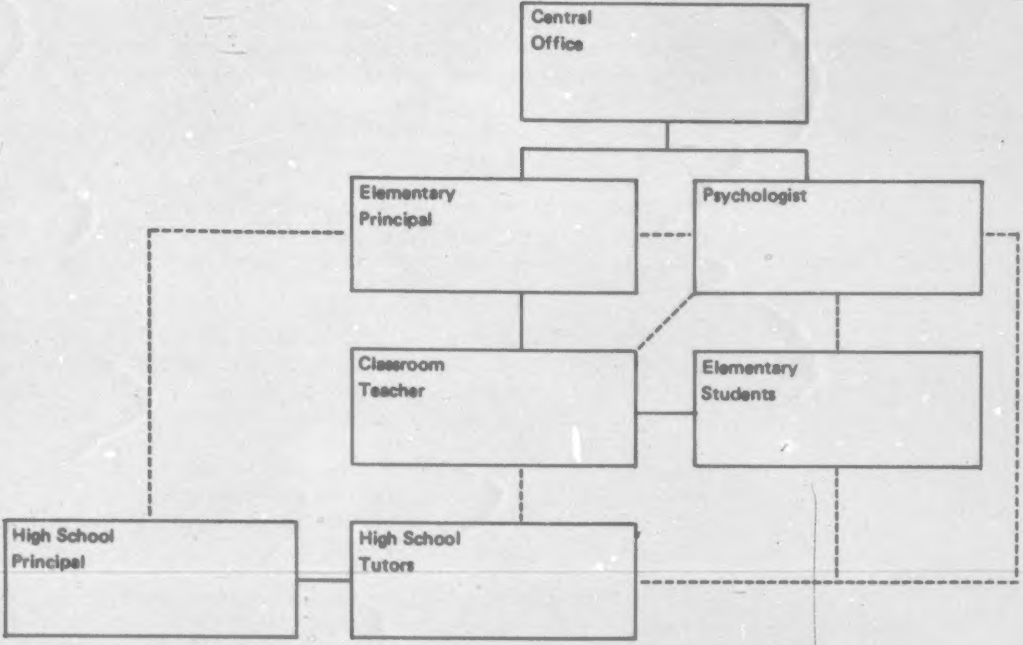
High-School Tutors

Across the country, many locales have had great success using high-school students as volunteers. A model for a high-school volunteer program is on next page:

Unique Characteristics

1. Each building principal recruits tutors.
2. Each building principal organizes his or her own orientation.
3. The classroom teacher trains the tutor assigned to him or her.

High-School Student Tutors Model



4. The purpose is strictly tutorial.
5. In some cases there is utilization of the school psychologist as coordinator of program.

Strengths:

1. Individual attention from one specific person is provided.
2. Staff involvement tends to encourage thinking in terms of individuals.
3. Self-image of tutors improved.

4. Closer staff co-operation and involvement through this type of planning.

Weaknesses:

1. Pressure of school-work assignments may cause tutors to stop or not apply.

2. Some parents object to letting high-school students give up their own time.

3. Teachers may not follow through with supervision and guidance.

4. Professionals assume the tutor can do more than is possible.

If the program is an out-of-school program, recruiting high-school volunteers is a fairly uncomplicated matter. In addition to the regular methods of recruitment outlined in the chapter on finding volunteers, high-school students can be located through contacts with teen clubs and recreation centers. School and church youth groups are also good sources for potential teen volunteers.

High-school students have established a history of successful volunteer work in hospitals as candystripers, nurses aides, etc. There is no reason for their not achieving a similar level of success in educational programs. One added benefit derived from the use of student volunteers is that such volunteer experience can lead to related job fields. How many girls and boys have entered nurses' training because of a rewarding experience as a candystriper while in high school?

In scheduling high-school volunteers, care must be taken to see that volunteer work does not interfere with the student's regular school program.

Once high-school students have been recruited for out-of-school programs, they must be given the same orientation and training as other volunteers, preferably in mixed groups. (Don't train all the students as one little group!) When students volunteer, there should be very clear explanations so that they thoroughly understand what their purpose is and what they are supposed to accomplish. Once involved in the program, students will often pinpoint areas in which additional service is needed and, being action-oriented, suggest ways in which the needs can be met. So coordinators be on your toes when using student volunteers because they can really move a program!

Incorporating students into an in-school volunteer program may be a bit more difficult; however, the positive results more than outweigh the problems. Areas of concern to the coordinator wanting to use teen volunteers during school hours include releasing students from classes, planning for transportation and defining the role of the student volunteer.

Once you have decided to use high-school volunteers during school hours, the first step is to identify areas in which they can serve. In addition to regular tutoring activities, high-school students have been used effectively in physical education, art, music and drama programs at the elementary level. These services are especially needed in schools where specialists in these areas are available only a few days a week or not at all. Student volunteers can be used to maintain a day-to-day program for younger children in these fields. One school system has found high-school volunteers particularly effective in working with children in the special education program, as well as in providing one-to-one enrichment activities for gifted children.

After the needs have been identified, the potential program must be sold to the high-school principal. Many principals will be amenable to the program if: (1) the elementary schools at which the students will be working are close enough so that transportation is not a problem, (2) the student volunteers have clear-cut duties and responsibilities and are well supervised and, most importantly, (3) volunteer service does not interfere with the student's attendance in major subject areas.

Good planning can overcome the problem of the function of the student volunteer and his or her supervision. Using a high school near the tutoring site will overcome the problem of transportation. As most high-school students have periods for study hall or "personal inquiry" built into their schedules, there is time for volunteering.

In the San Antonio, Texas, Independent School District's tutorial program, about 100 students from three high schools use their study-hall periods and other free school time to help an equal number of elementary school pupils with their schoolwork. All tutoring is done during school hours in half-hour sessions, with the tutors allowed 15 minutes to travel to nearby elementary schools. When being tutored in reading, children read aloud from their books to their tutors. In cases where a student can't identify words, special flashcards are made for later use. Tutors employ available teaching materials which may not be suitable for use in large classes and have designed their own teaching aids.

If the principal is agreeable to the project, the next step is for him or her to assign an interested and willing teacher to act as high-school coordinator. This teacher, working very closely with the volunteer coordinator, will recruit students to serve as volunteers, assist in scheduling the time of their service and generally serve as liaison and contact between the high school and the school volunteer program.

In many instances such an interested, concerned teacher has been the sparkplug for establishing a high-school volunteer program. In one city, such a program was started by a Family Life teacher while searching for possible projects for the class to carry out. Since many of the students were interested in working with young children, she approached the school to discuss the possibility of the class working as volunteers. The volunteer coordinator was excited about the idea and the two of them drew up a plan whereby the high-school students would tutor students in reading and math and assist in the kindergarten program, working on a staggered basis during the Family Life class period. The students accepted the plan and the principal agreed it was feasible. The students began volunteering and in one semester, the idea of school-time volunteer service had spread to other classes. Other teachers agreed to release students from class as long as their work remained satisfactory; and by the end of the school year, over fifty students were working as volunteers. In a twist on the normal end-of-year recognition program for volunteers, the students decided to honor the elementary pupils with whom they had worked and invited them to a part at the high school. This school-to-school program is now in its second year of operation and has spread to two other high schools in the same city.

Supervision of the high-school volunteers is also handled in an interesting manner. Although students must sign in, as do all volunteers, they also report to a parent who serves as volunteer student coordinator. Thus, if for some reason, a student cannot be present, the parent is there to fill in and keep things moving smoothly.

For some students, working as a volunteer can also count for college credit. A list of some of the colleges and universities which give credit for volunteer work has been compiled by the Oklahoma City Public Schools, working with the National Student Association. For more information, write Helping Hands, Oklahoma City Schools, 900 N. Klein, Oklahoma City, Okla. 73106.

College Tutors

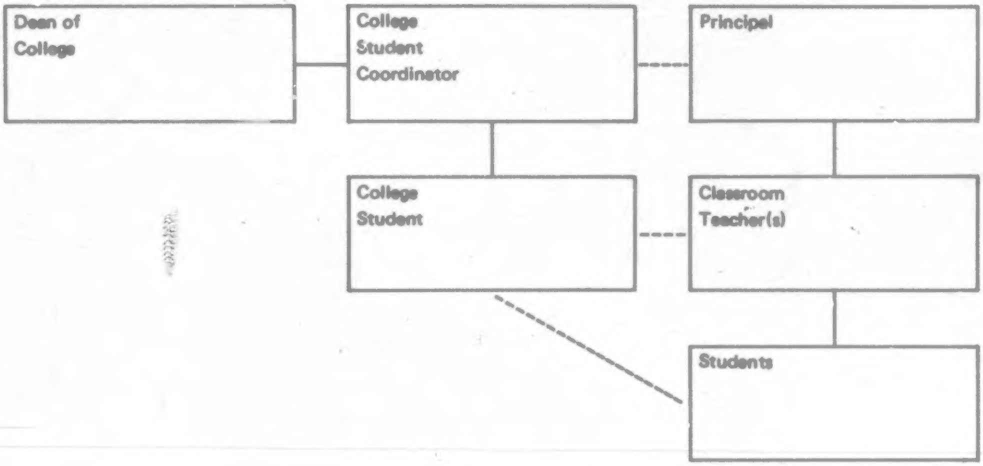
College students form a potent volunteer force. In 1971, the National Student Volunteer Program (NSVP) estimated that 80% of U.S. colleges and universities had volunteer programs involving 400,000 students. At that time eleven states had statewide student volunteer programs and twenty others were planning them.

Although the student volunteer movement is considered to have begun at Michigan State, in the late 60's, California now appears to be at the forefront of this movement. One program, Project SHARE, uses twelve thousand college and high-school volunteers to provide one-to-one relationships, both at home and in school, to an equal number of pupils from three hundred schools in fifty districts.

The tasks college students undertake are multitudinous; in addition to tutoring they also can serve as club leaders, work with physically, emotionally and mentally handicapped pupils and build play equipment.

Although there are many possible models for college volunteer programs, a typical one is:

College Student Model



Unique Characteristics:

1. The elementary education major has a direct experience in a public school during his or her junior year.
2. The student reports to a specific school for one semester (morning – daily).
3. The following semester the student begins his or her student teaching at the same school.

Strengths:

1. The student is actually involved early in the teaching process rather than being limited to observation.
2. The student is able to participate in team effort.

3. There is the opportunity to observe at all levels of instruction.
4. Participation in student teaching becomes more meaningful.

Weaknesses:

1. The break in the school day to return to campus for course work.
2. Feedback from campus coordinator to and from the school.

Elementary Tutors

Many school systems are now using older elementary pupils to tutor younger ones, with academic gains and personal growth accruing to both. An older child is able to gain firsthand knowledge of what it means to help another person and gain an insight into the role of the teacher, thus making the educational process more meaningful for him or her. A younger child gains personalized attention from one nearer his or her own age. Such a tutor is often better able to empathize with the problems and difficulties. The utilization of elementary pupils as volunteers is an effective way to individualize instructions and promote the growth of self-esteem.

Because programs can be easily established within the school, the movement of students from one location to another is no problem and the older students can be available on short notice. One elementary school model is on next page.

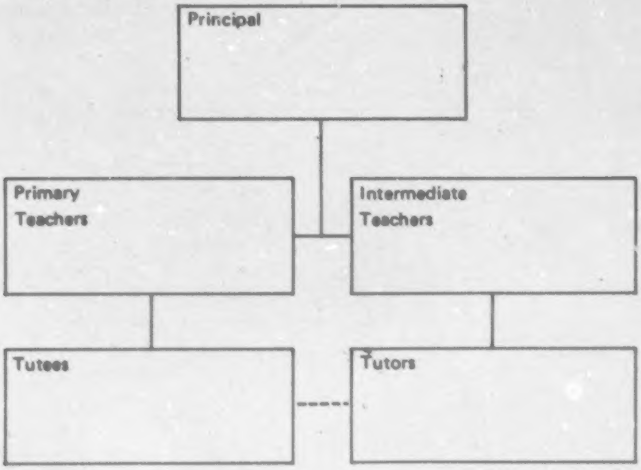
Unique Characteristics:

1. Use of intra-school and inter-class groupings.
2. Ability to capitalize on unique skills of older students to assist younger students.
3. Reinforcement of basic skills of some older students as well as those of younger students.

Strengths:

1. Enrichment opportunities available to all students.

Elementary Student Tutors Model



2. Total staff and student involvement.

3. Promotes total school cohesiveness.

4. Constructive use of students' time.

5. Reenforcement activities increased for both older and younger students.

Weaknesses:

1. Loss of interest on the part of some tutors.

2. Personality conflicts between some tutors-teachers and some tutors-tutees.

3. Lack of time for teachers to plan for tutoring activities.

Although both the child tutoring and the child being tutored gain from the experience, research shows that the gains of the tutor, especially if an underachiever, are greater than those of the tutee.

At one elementary school in the Mehlville, Missouri School District "big brothers" and "big sisters" from the fifth and sixth grades help first- and second-graders with reading during recess. The program offers a concentrated period of practice in reading tailored to the specific needs of each child. One approach being used is for big sister to make an assignment each day. Little brother reads the assignment to someone in his family each evening. The following day, big sister asks little brother comprehensive questions that big sister has developed the evening before. After discussing the story, little brother reads it to big sister. Faculty members at the school find that the program is of mutual benefit for both sets of students.

Training for Student Volunteers

Older student volunteers should receive the same program orientation and pre-service training as do adult volunteers. In providing pre-service training, one can consider using two techniques which have been effectively used in training teenage volunteers. The first of these is role-playing, a way of learning from acting out various problems and situations; the second is workshops.

Role-playing is an important effective training device which, for many reasons, can be used both in pre-service and in-service training. It develops fullness of feeling and empathy for the situation. By acting out and watching how other people might react in a given situation (e.g., a volunteer meeting a tutee for the first time), students learn to anticipate problems and to practice dealing with possible problems so that they will have confidence when such problems arise. Role-playing also helps by putting the student into another's shoes in order to create a deeper understanding of that other person. Asked to play a tutor with a disruptive tutee, a student is persuaded to think through the problem and to practice dealing with it in a non-threatening situation. Through the process of acting and then discussing with others what he or she did during role-playing, the tutor becomes more aware of his or her own behavior, and is better able to confront a similar problem in actuality.

Role-playing, in short, is an interesting, fun-filled, and meaningful way of helping your tutors to feel more comfortable in a role which is new and sometimes threatening.

Conducting a Role-Playing Session

1. Where to Begin
    a. Chat informally with the students as a group to get an idea of what they are thinking about, what is bothering them. Find out what scares them most about tutoring – what specific problems they have.
    b. At first, do not discuss what role-playing is at length for it may make the students self-conscious. Have your tutors think about some problems they might be interested in trying out. *Make the problem specific* so that it is easier for the tutor to slip into the role. Set the stage; use props if you have them.
    c. Start with common problems of interest to many members of the group. Begin actual role-playing with brief situations lasting only a few moments just to start things moving and involve people. Encourage an easy, slow, informal atmosphere. Humorous role-playing situations are good ways of getting shy students into the act. At first, it is better to avoid actual tutoring situations; instead, start with something more familiar (people riding on subway, kids arguing over a comic book, etc.) as ice-breakers.
    d. When getting started, multiple role-playing may be used. Here the entire audience forms into role-playing groups, the size of the groups depending on the number of participants required for the particular case. All groups role-play simultaneously. Afterwards, each group discusses its results. This method makes people less shy very quickly.
    e. The role-player must not break out of his role-playing for intellectualizing or discussing. You as director can interrupt discreetly when necessary (if action is lagging, if confidence is needed, etc.), but essentially the flow of role-playing should not be interrupted because participants will lose interest.

2. Getting Actors
    a. Discussing problems which members of the group want to see acted out gives some idea of who might volunteer. During the session, watch people's eye movements and head shakes to

see who is becoming involved, who shows a desire to participate.

b. If you build interest around a problem, you'll find that your tutors will be eager to role-play it. Don't pressure people, but make an effort to get a person into the act.

c. Don't encourage "actors" or those who are overly eager to try too much. Sometimes the sessions can be monopolized by a few "hams." Ideally everyone should experience a try. Don't rush into the role-playing situation but lead into it gradually.

3. Closing the Session

Toward the end of each session talk about what you have seen. Help the students articulate what they have learned from the role-playing. Help them to see the different ways in which people react to situations. . . that there is no one right way to handle a problem but that some ways work better than others. Try to make them aware of any observed movement toward solving a problem. The group, from watching each other, will have much material for discussion.

4. Additional Tips

a. As students become more adept at role-playing, add new techniques to your supervision. While the role-playing is going on, manipulate the roles; e.g., make the volunteer more aggressive or the child more withdrawn. Change the attitude of the person being role-played; e.g., have a child who is happy suddenly become depressed.

b. Encourage the tutors to do more surprising things: to move around more, start singing or dancing -- kicking wastebaskets. Point out the effects of change of pace and movement.

c. Have a person play someone of a different age or sex.

d. Try to concentrate more on the problem than the behavior of the role-player. Emphasize in discussion that the purpose of role-playing is not to develop actors but rather to develop more effective tutors.

Training Through Workshops

In many training programs, workshops are highly successful because they allow for learning by actually doing rather than the more passive and traditional kind of learning by listening and taking notes. Workshops are an excellent way to give elementary students skills they will need as tutors.

Teens and adults alike often tune out long verbal lectures because somehow the material is not relevant to them. . . they are not involved. Workshops prevent apathy by allowing people to work with the materials as a means of learning how to use them, with the result that learning is more immediately relevant and challenging.

Of course, everything can't be covered in a workshop. Sometimes lecturing to a group is necessary to present certain material efficiently. Thus, it is important to be selective in setting up workshops. Choose a problem which can be generalized from. . . in other words, set up a workshop from which a student can glean ideas to apply in other situations. What he or she learns must not be so specific that it can be followed only once.

On the following pages some workshops are suggested for you to adapt to your program as you see fit:

1. Making Materials for Tutoring
   Student-made games and materials should be an important mainstay of programs. Students tend to invest more of themselves in things they make, and they are likely to use these materials with more enthusiasm. Also, they, themselves, learn since making materials requires a certain depth of understanding. And, of course, each child responds more to something that was made just for him or her. The following are a few ways of stimulating students to make their own materials during training. One good way of stimulating self-made materials is by having only a few commercial games and materials available.
   a. Give the students copies of SPICE or one of the reference manuals suggested under references. Have each tutor select a game suggested in the book and actually make it.
   b. Next, have the students make another game which does the same thing as the game they have copied but which takes a different form, thus forcing them to be more creative.
   c. Give each student some paper, paste, a cardboard box magic markers, and scissors. Define a problem to be solved (for

example, teaching synonyms) and have each one develop a different game to solve the problem.

d. Give each student a magazine and have him or her cut out and mount pictures which he or she feels would most inspire children to write stories. Ask him or her to try pictures on another student having that student suggest a story to go with the picture. This exercise will give practice in asking stimulating questions about pictures.

e. Show the students the pictures that you have chosen and ask them to write a play for the younger children to act out.

2. Administering Informal Tests

Students may wish to administer some informal test to tutees at the beginning of the program to point out any outstanding problems. Within the school system there are probably several reading specialists who could help you find an appropriate informal test. Several useful tests include:

a. Phonics Inventory Tests

Some programs have requested that a reading specialist prepare two one-page tests on phonics.

b. The Dolch Word List

The most important thing to remember is that since the student is not a remedial reading teacher, he or she should not be asked to administer a technical reading test. A simple, clear-cut test or checklist seems most appropriate to the skills and understanding of teenage tutors. Whatever test you give the students to use, be sure to give them time to practice administering it (or a more difficult verison of it) to themselves during training.

3. Using Audio-Visual Equipment

As students go through the following activities with various audio-visual aids, they should learn how to operate the equipment and how to use it creatively with their tutees. In your library you might provide a copy of *A-V Instruction: Materials and Method* (McGraw-Hill Book Co., West 42nd Street, New York, New York) for the tutors to read in their free time.

a. Cameras

Cameras have proven to be very important and effective teaching materials in many tutorial programs. They provide the means for children to take pictures of each other and of things they see on trips and other special events. These pictures can be used to motivate and illustrate stories and booklets produced by the tutees. Since the children's own writing should form a major part of their language experience in tutoring sessions, cameras are a wonderful help in stimulating original written and oral stories.

b. Tape recorders

Tape recorders have proven a valuable asset in improving language skills. Children love to speak or read into them and then listen to themselves talking. Students are proud when they notice the improvement in their own, as well as their tutees' speech.

c. Typewriters

Like cameras, typewriters are an excellent device for stimulating children to write their own stories. The large-type primer typewriters have proven particularly valuable because the type is inviting and readable by younger children. In one program there is always a waiting line for the typewriter. Both tutors and tutees use it – tutors, for typing the tutees' stories and, even more frequently, for preparing teaching materials. Younger children are often motivated to write stories and letters just because it is fun to pick out words and see your own words appear in official-looking type.

d. Record players and records

(1)

Go to the public library and visit the record room. Find the children's section and select records, both singing and speaking, that could be useful in tutoring. Play some library records in training sessions, discussing how they might be used for tutoring.

(2)

Find records with catchy lyrics and rhythms that tutees would like. (Tom Glazer's "On Top of Spaghetti" is particularly suitable.) Type words to song on a ditto master. Later, copies can be passed out for a song fest.

e. Film strip projectors and movie projectors

Borrow some film/filmstrip catalogues from your school's A-V Center (or visit the center).

(1)

Give each student a catalogue. Have him or her look through it and select three films or filmstrips which he or she would want to use in tutoring. Ask the student to plan three lessons around the selections which can be shared in discussion with other students.

(2)

Show films and filmstrips (hopefully one that was suggested in the above activity) and discuss how the machine is run. Take turns showing them and consider various tutoring methods which would make imaginative use of it.

(3)

Give the students the challenge of finding out where, in your areas, films can be procured. Check the public libraries, the public school, and the schools of education at nearby universities.

Career Education: Implications for Volunteers

What Is Career Education?

Career education is the major response to the need for reform in public education. It has the potential for reshaping the course of American education from the primary grades through post-secondary education. Career education activities, because of their need for resources from the community, also offer increased opportunities from the services of a wide variety of volunteers.

Although there is no one accepted definition of career education, proponents have isolated the following basic assumptions:

1. Career education is for all persons -- the young and the old; the handicapped, and the gifted; the poor and the wealthy; males and females; students through elementary school to graduate school.

2. Career education attempts to assure that all students leave high school with marketable skills.

3. Career education activities contribute to the development of self-awareness and choice of goals.

4. Career education includes partnerships between academic and occupational educators, school and home, school and business, industry and organized labor, between schools and manpower training programs and occupation and leisure time activities.

5. Career education is vitally concerned with providing persons with expanded options through which educational goals can be attained.

The fundamental concept of career education is that all types of educational experiences, curriculum, instruction, and counseling should involve preparation for economic independence, personal fulfillment, and for the dignity of workers.

Why Career Education?

At the present time, the American educational system has failed to meet the needs of many students. Each year nearly 25% of the young adults who complete high school or drop out of school have not received an education necessary to guarantee employability. Part of the difficulty lies with the dramatic changes which have taken place in the world of work — changes which the educational system has been unable to keep pace with. The following are a few examples:

1. In 1956, for the first time in U.S. history, white-collar workers formed a larger portion of the labor force than did blue-collar workers.

2. The number of working women has increased dramatically. According to the Department of Labor Statistics 90% of all women in this country can expect to be gainfully employed at some point during their lifetime. In 1940 women were only 25% of the work force; they now number 38%. Projections indicate that the number of working women, most of whom will be married, will increase by 22% in the next five years while the number of male wage earners will go up only 9%.

3. Increased technology has caused a decline in the number of jobs available for unskilled labor and this pool of jobs will continue to diminish. Opportunities to enter any field unskilled and learn on the job are shrinking.

4. Technological change requires almost continual training and retraining to develop job skills. Projections are that the worker of today can expect to change jobs from seven to ten times during his lifetime.

5. Changes in work requirements have had tremendous impact on family structure. For children, the family often has ceased to become the chief educational unit. With both parents working, "the home closes down for the day." Friends and social activities tend to come from occupational contacts rather than from the neighborhood and extended family, thus providing less of a social setting in which children can be included.

How Would Career Education Activities Be Implemented?

In grades K-4 programs would seek to develop occupational awareness and self-awareness. This would be accomplished by exposing children to many kinds of jobs which exist and helping children become aware of their individual abilities and interests. Such a program can be carried out by analyzing the existing curricula for opportunities to relate activities to the world of work and self-awareness.

In Susie's third-grade class activities are related as closely as possible to the world of work. Ten parents (including Susie's mother, a lawyer) volunteered to talk to the class about their jobs. Susie's group is preparing a report on a talk given by an interstate truck driver. They visited a truck terminal and an instructional aide helped them videotape what they saw.

The group's report will include an illustrated map showing where the truck driver went in the last two months, a simple analysis of the cost of hauling goods and a description of the various employees, using the videotape to show some of them at work. The group is also preparing a bibliography of what's available in the school library on the trucking industry.

Four other groups are working on similar projects stemming from talks by an inhalation therapist, a restaurant manager, an electronic plant section foreman and a county social worker. The class continues its daily work in language arts, social studies, arithmetic, science, art and music which the teacher relates to the career projects in every way possible.

On the intermediate and middle or junior high level, students should begin a program of career orientation and exploration. Pupils would start by undertaking personal exploration into several of the areas in which they are interested. Such exploration would include contact with the world of work, hands-on opportunities, use of in-school simulations and out-of-school experiences.

In Akron, Ohio, sixth-grade economic students were provided sessions on foods, home management, consumer economics and child development, while ninth-graders are sponsored by local members of the National Alliance of Businessmen as they research the business world. Other ninth-graders explore horticulture, construction, photography, sheet metal fabrication, and automation in the school district's career labs.

In senior high school, a student begins career specialization and job preparation. Using the knowledge acquired in the two previous stages, a student moves into a selected career cluster. The ideal program is a unification of academic and vocational subjects, thus eliminating a form of educational tracking.

At this point it is imperative that the student be given the broadest choice of options within the chosen career interests while retaining flexibility to move from one interest to another. The major goal of this stage is to assure that every graduate leaves with useful skills — whether post-secondary education is planned for or not. A secondary goal is that schools provide placement services to assist all students to locate either a job or an educational program for further career preparation.

Before a student can be graduated from Issaquah High School (Washington) he or she must acquire salable skills. The school provides an impressive range of programs to meet this requirement including distributive education, five industrial arts programs, a variety of vocational home economics plans and several agricultural skills. Many are interdepartmental. For example, the agri-business student may study soil analysis in the agriculture department, chemical fertilizers and pesticides in science and bookkeeping in the business department. Most of the programs contain an on-the-job training component.

Once graduated, a student may undergo advanced career preparation at either a public or proprietary vocational-technical school, or a college or university awarding degrees at the associate, baccalaureate or graduate level or through an apprenticeship program. This stage may occur at any age and might be preceded by a period of work using the skill or skills gained in high school. Ideally this stage should represent an opportunity to alter career choices.

Adult and continuing programs in a variety of settings must be available to meet each person's needs for additional basic education, further career skill development and retraining for new career fields.

Implications for Volunteers

Volunteers can play a valuable role at all of the stages outlined above but their services can be particularly effective at the elementary and secondary levels. In the elementary grades, resource volunteers can introduce occupations to young children, providing firsthand information on many occupational opportunities and the duties such jobs entail. Such exposure serves to broaden children's occupational horizons and introduces them to careers which they may not have known existed. At the junior high and middle school level, volunteers can make a study of occupational areas by helping students see and participate in work experiences. Business-industry volunteers can be particularly effective in this regard, especially if the program is viewed as a long-term commitment working with the same students over a period of time, rather than a single presentation. One benefit of long-term involvement is that it helps students, particularly adolescents, with their emerging concerns over their places in society, with the kinds of occupations that interest them and with the education and training needed to enter these fields.

Career education programs provide a vehicle for individual as well as business and industry involvement in the schools in roles different from the traditional volunteer relationship.

Volunteers can continue to come to the school to work with students on an individual and small-group basis. Through career education programs they can work with students in the community and in their homes and places of employment offering direct hands-on experiences in the world of work and community life.

Students can be offered orientation and exploration experiences in the community. They can then spend a day, a week, or even a month or an entire term, working directly with volunteers at their work place, be it the kitchen of a local gourmet cook, the office of a civic association planning a project of community concern, the studio of a local artist, or the construction site of a building being erected in the community. In each case children would be given opportunities to serve apprenticeships with someone in the community directly involved in an activity which is vital to the life of that community.

In Columbus, Ohio, Bell Telephone, a company with a long history of community involvement, has inaugurated a school-business career education program for students at all levels. At the elementary level, students participate in a Career Motivation Program which attempts to develop a respect for the universality and dignity of work by fusing career concepts into the curriculum. In grades seven and eight, pupils move into a Career Orientation Program. At this stage, through occupational- and activity-centered experiences, students review all types and levels of careers and begin to develop an awareness of interests in relation to specific occupations.

High-school freshmen and sophomores take part in a Career Exploration Program, to enable them to make tentative career decisions and to select courses of study for the next two years. This is an extensive program of on-the-job exposure and classroom instruction offering students the opportunity to explore various careers in which they are interested.

TELEFAD (Telephone Executive Leader for a Day) a highly successful Career Exploration Program for sophomores is also offered. Two students from each participating school are assigned to a management specialist for the day. By observing him or her, students learn about a specific facet of Bell Telephone operations. The purpose of TELEFAD is to provide students with firsthand insight into Bell Telephone and to help them explore their eventual role in the business world.

If career education activities are to prove successful, the resources of the entire community must be identified and mobilized. Volunteer coordinators can play a vital role in this process. They can recruit individuals and businesses and industry in the community to offer their services to presently functioning career education programs.

An example of what might be done is the Community Resource Questionnaire which appears on page 118. This questionnaire can be circulated throughout a community by present volunteers and can be revised for use with business establishments, industry, and social and governmental agencies.

Community Resource Questionnaire

The Career Education Advisory Committee is studying various ways of enriching the educational program of the ______________________ schools. One way to widen the students' educational opportunities, particularly in learning work skills, is to use the resources of the community. The purpose of this questionnaire is to find out what interests and talents the people of ___________________________ would be willing to share with their young people. Once this information is on file, it will be possible to match an individual's special skill with a student's particular interest. Would you be willing to have this questionnaire kept on file at the ____________________________ School so that in the event of a particular need or interest, you might be contacted? YES NO (Circle one)

Name ____

Address ________________________________ Phone ________________

Field of interest (cite occupation or industry, public service, arts and crafts, science, public service, business, trade union) ________________________________

____

Special Skills ____

What size group would you like to work with?

______	(large: 20 plus)	______	(medium: 5-20)
______	(small: 2-5)	______	(individual: one to one)

How much time would you be willing to give?

______ Once a week ______ Number of hours

______ Hands-on type training (every day for several weeks)

______ Occasional (lecture or demonstration for a specific topic)

______ Other

Subjects you can teach ____

____

I understand that this information is merely exploratory and does not bind me in any way. If there is a need for or interest in my services, I shall be contacted and further arrangements will be made.

Signed ______________________________

Maintaining Volunteer Morale

From their first involvement with the program, volunteers should begin to develop a feeling of belonging that will increase their desire to participate. The motivation to remain a part of a program is extremely important. A corps of satisfied volunteers who return year after year is not only the backbone of a program, but is also the best source of additional volunteers. While the desire to help others may be the initial stimulus to serve, the continuing performance of volunteers is directly affected by the degree of satisfaction the work provides. This satisfaction is the volunteers' sole reward -- there is no pay check.

Therefore, if a program is to be successful and expand great care must be taken to see that volunteers are satisfied and maintain a high level of morale.

Morale can be sustained by occasional mention of the benefits which volunteers derive from their participation. These benefits, while discussed informally and in a light-handed way, can include:

1. Reminding the volunteers how useful their services are to others.
2. Stressing how volunteer services lead to more information on many relevant subjects.
3. Pointing out how volunteer services have led to the acquisition of new knowledge and skills.
4. Showing how volunteer services can lead to diversified jobs and additional responsibilities.

Publicity = Higher Morale

Publicity is another good way of maintaining volunteer morale because people always feel better when others are aware of what they are attempting to accomplish. Volunteers' feelings of worth about themselves and the program can be reinforced through articles in the newspapers and reports of progress made on radio or television. A newsletter, published by the volunteers themselves, will serve to develop a feeling of solidarity among volunteers as well as inform them of the total scope of the program. This newsletter should not only be distributed to volunteers, but also to staff and professional personnel to make the total program dynamic and important.

Newsletters are also a way to inform volunteers of other events within the educational community, as well as provide ideas and skills to be used with children. For example, a recent issue of the El Paso, Texas, *VIPS Voice* featured new board members in addition to an article on a husband-wife volunteer team and a mini-gym program.

In Minneapolis the volunteer newsletter included tutoring tips, new ideas for games and activities as well as announcements of training programs. Highlights of volunteer activities at individual schools are an on-going feature.

Keeping the public aware of the schools' volunteer services and needs is another way of lifting morale. Radio and television stations will frequently broadcast, as a public service, volunteer activities and the need for more volunteers. Copy for such announcements should be clear, concise and timely. Check with local station program directors and coordinators for special requirements for the presentation of such announcements.

Careful matching of volunteers' interests and abilities with the jobs to be done will have much impact on volunteer morale. If volunteers sense an uncertainty about how they are to be used, they will develop doubts about staying with the program. They must have the freedom to express their dissatisfaction with current assignments or their interest in another assignment. If jobs have growth potential, volunteers should be promoted or given additional responsibility; if increased responsibility is limited, then the rotation of volunteers should be considered to keep interest high.

The importance of recognition for volunteers cannot be overlooked. Formal recognition programs and ceremonies are important. These may include.

1. Letters of appreciation
2. Presentation of awards, pins and certificates for service

3. Notes of appreciation in house newsletters or local papers
4. Formal introduction at school assemblies and programs
5. Coffee hours, teas and luncheons

Through such events volunteers will come to feel that their service is wanted and appreciated.

Programs will develop recognition ceremonies to meet their particular needs and situations. The most important element of such a ceremony is that it provides an opportunity for others to hear of the jobs volunteers perform. To be sure, those involved on a day-to-day basis with volunteers are aware of their accomplishments, but an awards ceremony provides opportunity for a broader public to learn of their activities.

Many volunteer programs across the country normally culminate a year's activity with a volunteer luncheon or dinner. At this occasion, with members of the school board and representatives of the superintendent's office in attendance, volunteers receive their certificates for service. Often special awards are given to those for service "above and beyond the call of duty." Members of the press are invited so that the greater community may learn of the rewarding service and identify the honored volunteers. This is good public relations for the entire program.

It is not difficult to sponsor such an event. Many businesses and industries within the area can be called on for contributions. The use of a hotel or a hall may be donated; perhaps a stationer or large industry will underwrite the costs of printing. All these services will reduce the cost of the program.

St. Rose of Lima, a parochial school in Miami, Fla., presents its volunteers with a certificate of appreciation. Outstanding volunteers receive a more elaborate certificate.

The Canton, Ohio, School Volunteer Corps also holds a luncheon to honor its volunteers. In addition to a slide presentation illustrating the tasks performed by volunteers, the program has also *included "thank you" presentations by a group of third- and fourth-graders.*

Since 1965, parent volunteers in the Fountain Valley, California, School District have been honored by an annual "Blue Ribbon Luncheon." The mayors of the two cities served by the district (Fountain Valley and Huntington Beach) each issue a proclamation establishing a "Parent Volunteers in Education Day" to give thanks and recognition for the work of volunteers.

Letter of Appreciation

THANK YOU

Dear Mrs. Doe,

During the past year, you have served as a volunteer at ______________________ working as a tutor providing many needed services to the school/agency.

On behalf of the ______________________ Volunteer Program, may we take this opportunity to express our deep appreciation of your efforts to make our program a success.

Reports from teachers and principals indicate that the work of volunteers like you helps children improve and supplements the school program.

We look forward to having you return as a volunteer next year.

Sincerely,

Superintendent of Schools

Coordinator of Volunteers

VOLUNTEERS
in
EDUCATION

Certificate of Appreciation

Awarded to ______________________________

For valued services as a volunteer

____

Superintendent of Schools

____

Date

____

Coordinator of Volunteers

As worthwhile as these formal events are, day-to-day recognition is just as important. Examples of common courtesy and small expressions of thoughtfulness will, in the long run, be more meaningful than certificates or annual letters. Providing a special place where they can hang their coats and leave their belongings will make volunteers feel wanted. Arrangements for parking and coffee breaks also add to this feeling. In some programs, volunteers are given buttons or name tags which identify them. These also serve to give volunteers a feeling of belonging in the total structure.

The feeling of 'belonging' to a particular school is very important if volunteers are to return year after year. A volunteer relates the story of the cold shoulder she received while helping at her child's school. "My son's teacher called to ask if I could help in the classroom one day a week. Although it meant giving up a day of paid work in our business, I agreed mainly to please my son. While working at school, parents are allowed in the teachers' lounge during recess and lunch. The teachers have their own coffee pot and coffee mugs. They all contribute to the coffee kitty. But, never once has a teacher — or the principal — asked me if I'd like a cup of coffee. I'd even pay for my own and bring a cup. What kind of treatment is that?"

One of the most important factors influencing morale is the relationship that develops between people. One may volunteer because of the desire to work with a friend. Once at work, new associations and friendships develop with a variety of people. The nature of these relationships, whether with professional personnel or with another volunteer, will affect the nature of the program.

The impact of relationships between professional personnel and the volunteers has a direct bearing on the quality of service given. Regardless of how well-informed or knowledgeable volunteers are, they must be sure that their interests and desires dovetail with those of the professional. In other words, even if volunteers, by virtue of previous education, training or experience, feel they have a better grasp of the matter than the professional, they must remember that the professional is in charge! The professional, by virtue of ongoing responsibility and day-to-day contact, generally has an overall understanding of the problem. The volunteer is there to supplement these services.

As the primary goal of all personnel, whether volunteer or professional, is providing the best service, the idea of the volunteer as a member of the team will help maintain high volunteer morale. For such a team approach to be successful, the professional personnel should not view the volunteer as one who performs only routine, mechanical tasks, but should be willing to allow him or her to serve in many capacities, limited only by the knowledge, experience, and skills the volunteer has or is willing to acquire. In this way volunteer service can become a step in a career lattice program if the volunteer desires. Far too many programs have had the experience of having a good volunteer quit and join another program because it offered a greater challenge. Good planning on the part of the coordinator and professional staff can eliminate this. Then, too, the prospects of expanding a program are bleak if the volunteers feel they are locked into tasks reflecting a low level of competency and responsibility. If the factor of maintaining high morale is taken into consideration in all phases of program development, volunteers will be more satisfied with their work and the program will benefit from their satisfaction.

Evaluating Volunteer Programs

Evaluation should start with the initial planning activities and continue throughout the operation of the program. It should not be something done once a year to determine the scores children or adults have made or the number of children or adults who entered and left the program. These data should be collected, of course, but they represent only part of what is necessary to assess a volunteer program.

There are three major activities involved in effective decisions:

1. Ask questions that focus on important decisions.
2. Establish valid criteria for judging information.
3. Use appropriate means to gather data.

An evaluation scheme might be as follows:

1	2	3
Major Questions	Sample Criteria	Sample Means
1. Are we working on a real need?	Societal goals. Job market.	Interviews.
2. Is our objective manageable?	Understandable. Personnel available. Techniques available.	Questionnaire. Volunteer forms. Interview expert.
3. Are volunteers using the procedures?	Check practice with description of procedures.	Observation. Logs.
4. Do the procedures work?	Client opinion. Expert opinion.	Questionnaire. Observation.
5. Does the product match the objective?	Check with stated objectives.	Tests and narrative records.

The analysis and summary of all those aspects constitutes an evaluation of a volunteer program.

Procedures for Enacting Change

The most effective program will depend on assessment of specific needs and resources. The following outline offers a listing of areas that should be considered:

1. Determine extent of need through survey of those to be served; staff discussions.
2. Establish objectives through staff recommendation; community involvement.
3. Find personnel through recruitment and in-service training.
4. Create facilities through remodeling and new construction.
5. Purchase materials for specific skill development, high-interest reading, variety and flexibility.
6. Select children or adults through discrepancy criterion and teacher recommendation.
7. Schedule treatment to child's or adult's best advantage on a frequent basis.
8. Evaluate regularly child's or adult's progress; procedures of selection and treatment.
9. Report results to child and parents or adults; to classroom teacher and principal or agency supervisor.

Common Pitfalls

The following points may help in avoiding some of the common pitfalls of tutor programs in either the planning or operative stage:

Organization

Failure to define responsibility and authority. In each situation, the question, "What is his or her role?" should be answered.

Personnel

Training and supervision are essential.

Facilities	Failure to provide adequate and attractive space. The quarters set aside or provided for the program should be attractively decorated.
Materials	Failure to allow sufficient funds for materials. Often little or no money is allotted for the purchase of materials.
Selection	Using only standardized group-reading tests in making the selection.
Time	Too few weekly sessions. Providing once-a-week sessions of sixty minutes or more is not advisable. Successful volunteer programs have proved that it is necessary to meet two or more times a week for any noticeable improvement over a semester.
Terminating Instruction Arbitrarily	Ending instruction at the end of such arbitrary time periods as, for example, six weeks could be a mistake. Instruction should be carried on until the student's progress indicates that he or she can profit from the regular classroom instruction.
Assessment	Determining progress by standardized group scores. Ordinarily the standardized group test does not measure the skills taught in a reading class.

Volunteer Evaluation of Program

School or site:
Volunteer:
Teacher or staff member:

1. How many hours did you work weekly? ____________________
2. Briefly describe what you did as a volunteer. ____________________
3. Were you placed according to your interests and abilities? Yes ____ No ____
   Comment ____________________
4. Did you have good rapport with the children (adults)? Yes ____ No ____ How was it evidenced? ____________________
5. Did you have good rapport with the teacher? Yes ____ No ____ How was it evidenced? ____________________
6. Do you think you received adequate training before your assignment? Yes ____ No ____
   Comments ____________________
7. Did you receive satisfactory training during your assignment? Yes ____ No ____
   Comments ____________________
8. In what areas were you the most help to the teacher? ____________________
9. What skills and techniques were most useful during your assignment?
10. In what areas were you the least help to the teacher?
11. What additional skills and techniques do you need?
12. Was your on-the-job supervision satisfactory? Yes ____ No ____
    Comments ____________________
13. Do you plan to continue as a volunteer? Yes ____ No ____ Why? ____________________
14. How do you think the program can be improved? (Please be specific.) ____________________

Volunteer Self-Evaluation Form

HOW AM I DOING? ? ?

1. Do I plan for the activity to which I have been assigned?
2. Do I make myself helpful by offering my services to the teacher when there is an obvious need for help?
3. Do I have a plan for getting children into groups?
4. Do I observe closely so as to know children's or adults' likes, dislikes, preferences, enthusiasms, aversions, etc.?
5. Do I find opportunities for giving students choices or do I tell them what to do?
6. Have I given some individual help in writing?
7. Do I observe closely the techniques used by the teacher and follow through when I am working with the group?
8. Do I emphasize the times when students behave well and minimize the times when they fail to do so?
9. Do I really listen to what students have to say?
10. Do I evaluate myself at intervals?
11. Do I accept criticisms and suggestions without becoming emotionally upset?
12. Do I follow directions of the teacher?
13. Do I try to develop a friendly attitude with all of my co-workers?
14. Do I give the teacher adequate notice of absences by reporting them to the office before the day begins?
15. Do I realize that my whole purpose for being in the classroom is to assist the teacher in order that the students might progress more rapidly?
16. Do I give too much help to students rather than allowing them time to think?
17. Do I refrain from interfering between another teacher and student unless called upon for assistance?
18. Do I avoid criticism of the student, teacher and the school or agency?

(This self-evaluation form can be used at any point during a program. It can be used to suggest areas in which joint volunteer-professional training is needed.)

Teacher or Staff Member Evaluation of Volunteer Assistance

School or site:
Teacher or staff member:
Volunteer:

1. Have you used the services of a volunteer this year? Regularly ____ Occasionally ____ Never ____
2. Would you like to have a volunteer assigned to you next year? Regularly ____ Occasionally ____ Never ____
3. Does the volunteer have good rapport with the children or adults? Yes ____ No ____ How is it evidenced? ____
4. Do you feel that the climate of learning has been improved by volunteer service? Yes ____ No ____ How? ____
5. Has there been any evidence of changes in your pupils as a result of volunteer service? Yes ____ No ____
   What kinds of changes?
6. To what extent has the volunteer increased your efficiency as a teacher in relationship to:
   a. Planning ____
   b. Pupils ____
   c. Professional growth ____
7. Has the volunteer shown initiative in helping in the classroom? Yes ____ No ____ How? ____
8. Do you feel the volunteer was given adequate training before his or her assignment? Yes ____ No ____
   Comments ____
9. Has the on-the-job training of the volunteer proved satisfactory? Yes ____ No ____ Comments ____
10. In what areas was he or she most helpful? ____
11. What skills or techniques were most useful in his or her work? ____
12. In what areas was he or she least helpful? ____
13. What additional skills or techniques do you think he or she needs? ____
14. What suggestions do you have to improve the training or efficiency of the volunteer? ____
15. Has the on-the-job supervision of the volunteer proved satisfactory? ____
16. Comment on any personal qualities which hampered or enhanced the effectiveness of the volunteer. ____
17. Should the volunteer be encouraged to continue in the program? Yes ____ No ____ Why? ____
18. What additional comments and suggestions can you make to improve the quality of the volunteer program? ____

Principal or Administrator Evaluation of Volunteer Assistance

School or site: —
Principal or administrator:

1. Would you like to have volunteer assistance continued at your school next year? Regularly____Occasionally ____ Never ____
2. What kinds of services would you like to have volunteers provide? ____
3. What has been the general reaction of the staff to volunteers? Good ____Fair ____Poor ____
4. Have volunteers established sound working relationships with the staff? Yes ____No ____How has it been evidenced? ____
5. Has volunteer service appreciably relieved your staff of non-professional tasks? Yes ____No ____Comments ____
6. Has the help given by volunteers been a factor in improving the achievement of those who received it? (If possible, please cite specific statistics.) ____
7. Have the pre-service and on-the-job training of volunteers been satisfactory? Yes ____No ____Comments ____
8. What additional skills or techniques do you feel volunteers need? ____
9. What suggestions do you have for improving the training or efficiency of volunteers? ____
10. Has the on-the-job supervision of volunteers been satisfactory? Yes ____No ____Comments ____
11. Has the liaison between you and the total volunteer program proved satisfactory? Yes ____No ____Comments ____
12. What additional comments or suggestions can you make to improve the quality of the volunteer program? ____

Annual Report by Volunteer Coordinator

School or site: Coordinator:

1. Involvement of personnel:
   - a. Number of volunteers serving in classrooms __________
   - b. Number of volunteers giving general school service __________
   - c. Number of volunteers giving general volunteer office service __________
   - d. Number of volunteers giving services to individual children or small groups outside of classroom __________
   - e. Number of volunteers added to the program during the year __________
   - f. Number of volunteers who dropped out of the program during the year __________
   - g. Total amount of hours during the year __________
   - h. Number of student services __________
   - i. Number of volunteers who wish to continue __________
2. Service:
   - a. List the types of service volunteers performed for the classroom teacher.
   - b. List the types of service volunteers performed for the school or site outside of classroom activity.
   - c. List the types of service that were given to individual children (adults) or small groups of children (adults) outside the classroom.
   - d. List the types of service volunteers gave to the volunteer office.
3. Training and supervision:
   - a. Did members of the staff participate in the training of volunteers? __________
     In the supervision of volunteers? __________
   - b. Was in-service training done through individual conferences? __________
   - c. group conferences? __________
     printed materials? __________
     demonstration of techniques? __________
     observation of experienced volunteers? __________
     other? __________
   - c. Were arrangements made for volunteers and teachers to confer on individual children or adults? __________
4. Books and materials:
   - a. Do you have a satisfactory collection of textbooks? __________
     Library books? __________
   - b. Do you have an adequate supply of instructional materials in the volunteer office? __________
   - c. Does the school or agency supplement your own supply of books and materials? Not at all __________
     Adequately __________
     Generously __________
5. Teacher reaction:
   - a. Number of teachers on staff __________
   - b. Number of teachers using volunteer classroom service __________
   - c. Number who have requested continuation of classroom service __________
   - d. Number who have indicated they do not wish continuation of classroom service __________
   - e. Number of new requests for classroom service __________
6. What research and empirical data do you have to prove the value and effect of the volunteers' service?

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Canton City Schools, 618 High Avenue, Canton, Ohio 44703.
Denver Public Schools, District No. 1, 1521 Irving Street, Denver, Colorado 80204.
Des Moines Public Schools, 1800 Grand Avenue, Des Moines, Iowa 50307.
Independent School District of Boise City, 1207 Fort Street, Boise, Idaho 83702.
Los Angeles Unified School District, 450 N. Grand Avenue, Los Angeles, California 90051.
Minneapolis Public Schools, Special School District No. 1, 807 N. E. Broadway, Minneapolis, Minnesota 55413.
National School Volunteer Program, Inc., 450 N. Grand Avenue, Los Angeles, California 90051.
New Hampshire School Volunteer Program, 196 Bridge Street, Manchester, New Hampshire 03104.
Oklahoma City Public Schools, 900 N. Klein, Oklahoma City, Oklahoma 73106.
Ontario-Montclair School District, 950 W. D Street, Ontario, California 91761.
Operation SHARE, Santa Clara County Office of Education, 45 Santa Teresa Street, San Jose, California 95110.
Rochester School Volunteer Program, City School District, 410 Alexander Street, Rochester, New York 14607.
St. Louis Public Schools, 911 Locust Street, St. Louis, Missouri 63101.

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